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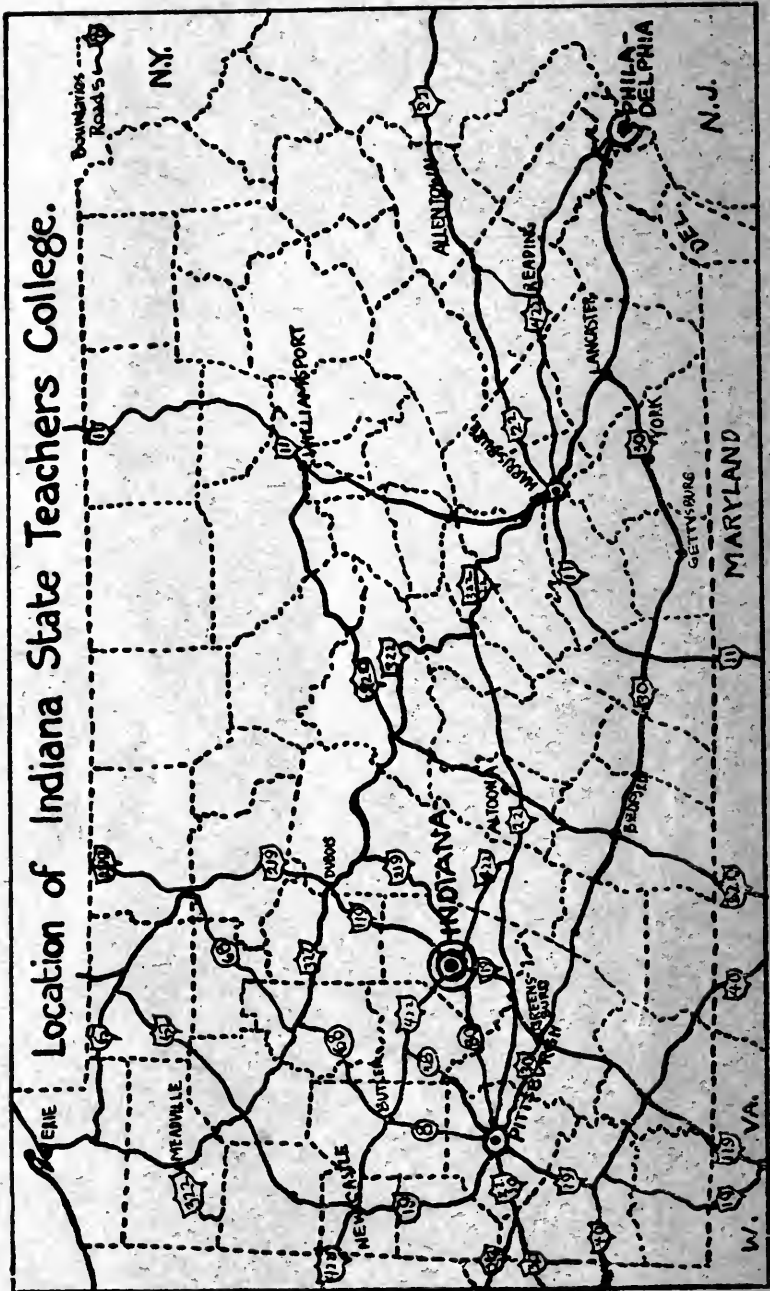
STATE TEACHERS COLLEGE
INDIANA
PENNSYLVANIA



TEACHERS COLLEGE BULLETIN
CATALOGUE NUMBER
1941  1942

Location of Indiana State Teachers College.

Map showing the location of Indiana State Teachers College (marked with a circle) in Indiana. The map includes major cities, roads, and state boundaries. Key locations labeled include Evansville, New Castle, South Elkhart, Greensburg, Pittsburg, Ellettsburg, Indianapolis, and Bloomington. The map also shows parts of neighboring states: Kentucky, Ohio, Michigan, and Illinois.



TEACHERS COLLEGE BULLETIN

VOLUME 47

MAY, 1941

NUMBER 2

STATE TEACHERS COLLEGE
INDIANA, PENNSYLVANIA

CATALOGUE NUMBER

1941 - 1942

THIS COLLEGE IS ACCREDITED BY
THE AMERICAN ASSOCIATION
OF TEACHERS COLLEGES

Issued Quarterly in November, February, May and August by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August 24, 1912

COLLEGE CALENDAR

1941 - 1942

SUMMER SESSIONS, 1941

The Six Weeks Session

Registration	Monday, June 16
Classes Begin	Tuesday, June 17
Entrance Examinations	Tuesday, July 15
Session Ends	Saturday, July 26

The Post Session

Session Begins	Monday, July 28
Session Ends	Saturday, Aug. 16

FIRST SEMESTER 1941-1942

Faculty Meeting	Monday, Sept. 8
Final Date for Entrance Examinations	Tuesday, Sept. 9
*Registration and Classification of all Freshmen	Wednesday, Sept. 10
Registration and Classification of all Other Classes	Thursday, Sept. 11
Classes Begin	Friday, Sept. 12
Alumni Homecoming	Saturday, Oct. 18
Thanksgiving Recess Begins	Wednesday, 12M, Nov. 26
Thanksgiving Recess Ends	Monday, 12M, Dec. 1
Christmas Recess Begins	After last Class Saturday, Dec. 20
Christmas Recess Ends	Monday, 12M, Jan. 5
First Semester Ends	After last Class Saturday, Jan. 24

SECOND SEMESTER 1941-1942

Classes Begin	Monday, Jan. 26
Easter Recess Begins	Wednesday, 12M, Apr. 1
Easter Recess Ends	Tuesday, 12M, Apr. 7
Second Semester Ends	After last Class Friday, May 22
Alumni Day	Saturday, May 23
Baccalaureate Sermon	Sunday, May 24
Commencement	Monday, May 25

* Instructions for Freshman Week beginning Monday, September 8, will be mailed to all new students on or about September 1, 1941.

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| Mrs. Noribel Z. Geesey | Blairsville | James Stoner | Indiana |
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| Leola Hayes | Barnesboro | Emily Vosburgh | Latrobe |
| George West | Barnesboro | | |

THE COLLEGE

The State Teachers College at Indiana is a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the appropriate field. The following curricula are offered:

- An Elementary Curriculum designed primarily to prepare for teaching in the kindergarten and in grades one to six.
- A Secondary Curriculum designed primarily to prepare teachers for teaching in junior and senior high schools.
- An Art Curriculum designed primarily to prepare teachers and supervisors of art in public schools.
- A Business Education Curriculum designed primarily to prepare for teaching commercial subjects in public schools.
- A Home Economics Curriculum designed primarily to prepare for teaching home economics in public schools.
- A Music Education Curriculum designed primarily to prepare teachers and supervisors of public school music.

HISTORY

A bill was introduced and passed by the General Assembly in the legislative session of 1871, in conformity to the Normal School Act of 1857, permitting the establishment of a State Normal School in the ninth Normal School District, and Indiana was decided upon as the site. The original building was completed and first opened for students on May 17, 1875. This building, named John Sutton Hall in honor of the first president of the Board of Trustees, is still in use and is in excellent condition. The steady growth of the school has caused a continuous expansion in its building program. No college in the state can boast of an educational plant, including campus, buildings, and equipment, in better physical condition than that at Indiana.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the school became a college with the right to grant degrees, and the name was changed to the State Teachers College at Indiana, Pennsylvania.

LOCATION

Indiana Borough, the county seat of Indiana County, is located in the foothills of the Alleghenies at an elevation of about 1300 feet, an ideal location for health and comfort. The town is noted for its cleanliness and beauty. It is easily accessible by automobile, as it is located on the Benjamin Franklin Highway and is connected with all leading highways of the state by excellent roads. It is served by three bus lines: the Edwards, the Greyhound, and the Shortway, the last-named operating only between Indiana and Pittsburgh. Express baggage service operates by rail into Indiana.

CAMPUS AND BUILDINGS

CAMPUS

The Campus comprises 34 acres of land, 23 of which are in the original campus. In the center of the campus is a historic oak grove, about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is beautified by a careful distribution of shrubs, flowers, and vines artistically arranged. On streets bordering the campus the College owns eighteen houses or "cottages", most of which are occupied as dormitories by men and women students.

BUILDINGS

John Sutton Hall is the largest building. In addition to housing more than five hundred women students, it contains the administrative offices, post office, co-operative store, parlors and recreation rooms, the President's apartment, and lounges for day students. The ground floor contains an excellent laundry and ironing room, a shampoo room, and a candy kitchen for the use of women students. The rooms located on this floor in the North Wing have all been remodeled. Here the day students have a library reading room, community rooms and lounges.

In a wing of John Sutton Hall is located the Infirmary which is thoroughly equipped for all routine work. Two registered nurses are always on duty. No medical service is provided, but physicians are easily available for students requiring medical attention. Thirteen beds are available in two wards, and there are two private rooms where resident students may have three days' free hospitalization. A fee of \$1 is charged for each day after that. Commuting students are given free dispensary service and may be admitted to the Infirmary for hospitalization, for which a fee of \$2 per day from the first day is charged. The protection of student health both by caring for illnesses early in their inception, and assisting students to establish scientific health habits is the primary purpose of the health service at Indiana. All students are

given a complete medical examination at the time of entrance to the College and medical inspections annually thereafter. Free dispensary service is available to students in clinics conducted in the Infirmary and in the Laboratory School.

Thomas Sutton Hall, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and the Music Education Department on the second and third floors.

Clark Hall, named in honor of Justice Silas M. Clark, a member of the Board of Trustees, was erected in 1906 on the site of a former building burned that year. It was used as a men's dormitory until 1924; since that time it has served as a dormitory for women.

Wilson Hall has now become the College Library. This building which formerly housed the first six grades of the Laboratory and Demonstration School, was erected in 1893 and was named for A. W. Wilson, third president of the Board of Trustees.

The College Library in Wilson Hall has well-lighted, pleasant rooms equipped with books and furnishings which provide a maximum of comfort for students engaged in serious study or recreational reading. Stack rooms are located on the ground floor. The Periodical Reading Room, which houses about 160 periodical subscriptions, the Reserve Room for specially-assigned readings, the room housing curriculum materials and the one containing the Historical Society's holdings occupy most of the first floor. The second-floor rooms are devoted to literature, fine and applied arts, the sciences, geography and the social studies.

The Library is open from 7:45 A.M. to 5:30 P.M. and from 7:00 P.M. to 9:00 P.M. from Monday through Friday, from 7:45 A.M. to 5:00 P.M. on Saturday, and from 2:30 P.M. to 5:00 P.M. Sundays. Hours may be extended later. Residents of Indiana are invited to use the reading rooms on Saturday and Sunday afternoons.

Leonard Hall, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building. It contains laboratories, recitation rooms, and a cafeteria conducted by the Home Economics Department.

The Gymnasium Building was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

The Arts Building, completed in 1931, houses the Art, Business Education, and Home Economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

The Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or of super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

The Laboratory and Demonstration School, completed in 1939, provides for a complete elementary and junior-high-school program. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, a psychological clinic, a health clinic, a speech clinic, a library, and music and art studios. A fine demonstration room, with seats for 160 observers, is a unique feature of the building.

The College Lodge plays an important part in the instructional and recreational life of the school. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in demand for picnics, meetings, and winter sports.

The Activities Cottage is a small house on Grant Street near Clark Hall. It is comfortably furnished and has convenient kitchen facilities. Small groups of 30 to 40 students use it frequently, both for formal and informal group meetings.

FEES, DEPOSITS, REPAYMENTS

CONTINGENT FEES

Contingent Fee for Regular Session. A contingent fee for each student in each curriculum is charged as follows:

	<i>Half Semester</i>
Elementary Curriculum	\$18.00
Secondary Curriculum	18.00
Art Curriculum	27.00
Business Education Curriculum	21.00
Home Economics Curriculum	36.00
*Music Education Curriculum	45.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking *seven or fewer semester hours, whether in regular, Saturday Campus, or extension classes pay at the rate of five dollars per semester hour.* Students taking more than seven semester hours pay the regular contingent fees; provided that the regular contingent fee for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.

Contingent Fee for Six-Weeks Summer Session. This fee for the regular summer session is five dollars per semester hour. A minimum contingent fee of fifteen dollars is charged.

Contingent Fee for Three-Weeks Post Summer Session. The contingent fee for the post session is five dollars per semester hour.

Contingent Fee for Special Curricula. In addition to the above fee for the summer sessions, students enrolled in the special curricula will pay the following additional contingent fees:

	<i>Summer Session</i>	<i>Post Session</i>
Art	\$ 6.00	\$ 3.00
Business Education	2.00	1.00
Home Economics	12.00	6.00
Music Education	18.00	9.00

* This fee includes private instruction for all work which may be assigned by the Director or Adviser, but does not include fees listed under "Special Fees for Music Students" on page 19

HOUSING FEE

Housing Fee for Students. The housing rate for students is \$63.00 per one-half semester, and \$42.00 for the Summer Session. This includes room, meals, and limited laundry. For rooms with running water an additional charge of \$9.00 per student per semester, or \$3.00 for the Summer Session is made. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time. A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional \$36.00 per semester, or \$12.00 for the Summer Session.

STUDENT ACTIVITY FEE

An activity fee is collected from all students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of \$8.00 per semester covers the cost of student activities in athletics, lectures, entertainments, student publications, etc., and is payable in one sum for the semester at the time of registration. For the regular Summer Session the fee is \$2.50. No activity fee is charged for the Post Summer Session or for Saturday campus and extension classes.

LATE REGISTRATION FEE

Each student registering after the date officially set for registration is required to pay an additional fee of \$1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the Late Registration Fee shall not exceed \$5.00. The same regulation shall apply to approved inter-semester payments.

SPECIAL FEES

Tuition Fee. Students whose residence is out of the State are charged an extra fee of \$105.00 per semester, \$35.00 per Summer Session, and \$17.50 for the Post Summer Session. Such students pay the contingent and activity fee in addition to this tuition fee.

Special Fees for Private Instruction in Music. A charge of \$24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the Music Department. Members of the Music Department who wish additional private instruction other than that assigned by the Director (and included in their \$45.00 contingent fee) pay the same rate for this extra private instruction.

The fee for rental of piano, band, or orchestral instruments for one period per day for practice is \$6.00 per semester.

Damage Fee. Students are responsible for damages, breakage, loss, or delayed return of college property.

Infirmary Fee. After three days in the college infirmary the College shall charge an additional dollar for each day. Day students who are admitted to the infirmary board at the rate of two dollars a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

Degree Fee. A fee of \$5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

Transcript Fee. A fee of \$1.00 is charged for the second and each subsequent transcript of records.

In addition to the above fees the average student will require approximately \$30.00 per semester for books, gymnasium costume, student organization dues, etc.

DEPOSITS

Advance Registration Deposit. A deposit of \$10.00 must be made by all students when registration is requested. A check or money order for this ten dollars must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the intention of the student to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's contingent fee. If, however, the student notifies the College at least three weeks before the opening of school that he is unable to enter, or if the student is rejected by the College, repayment of this deposit may be made through the Department of Revenue, on application by the student through the College authorities. This repayment must be approved by the Board of Trustees and by the Department of Revenue.

No fees or deposits other than those specified above will be charged.

Private Accounts. As a convenience to students, personal deposits may be made in the Student Co-operative Bookstore and drawn against by countercheck from time to time. A small fee will be charged for this service.

REPAYMENTS

Repayments. No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from College.

No return of any part of the advance registration deposit will be made for any causes whatsoever, except (1) where students give notice of intention to withdraw at least three weeks before the College opens, or (2) when the student is rejected by the College. For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and contingent fees for that part of the semester which the student does not spend in College will be refunded.

TIME OF PAYMENT

Payment in full of all regular summer session fees.	June 16
Payment in full of all post-summer session fees....	July 28
Payment for the first half of first semester	September 10-11
Payment for the second half of first semester.....	November 5-10
Payment for first half of second semester	January 18-24
Payment for second half of second semester	March 23-28
Payment for the entire semester may be made in September and January if desired.	

HOW TO PAY BILLS AND CHARGES

All bills, including contingent fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Bookstore purchases are on a cash basis.

Students will not be permitted to enroll for any semester, until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the President and settle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietitian or in the business office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

REQUIREMENTS

REQUIREMENTS FOR ADMISSION

The following is a condensed statement of the requirements adopted by the Board of Presidents of the State Teachers Colleges, May 13, 1932. Five general bases for admissions were set up:

- General Scholarship
- Character and Personality
- Health and Physical Vigor
- English Fundamentals and Psychological Tests
- A Personal Interview

Candidates for admission must satisfy these five general requirements in detail as outlined below:

General Scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction.

1. Applicants ranking in the upper half of their graduating classes in high school will be admitted on certificate without further evidence of general scholarship.
2. Applicants who do not rank in the upper half of their graduating classes may be admitted on probation provided:
 - a. They are recommended by their high-school principal as being able to do creditable college work, and
 - b. Appraisal of the detailed high-school record indicates to admission authorities of the College that the candidate can do satisfactory college work, and
 - c. A rating satisfactory to the institution is made on a scholastic aptitude test administered at the College. Applicants satisfactorily meeting requirements b and c above will be admitted on probation. Such students will be required to withdraw from the College unless they meet the required standard of scholarship.

Integrity and appropriate personality as shown by an estimate by secondary-school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

1. The estimate of the secondary-school official will be recorded by a check mark in the appropriate column of a three-point rating scale as follows:

	<i>Low</i>	<i>Middle</i>	<i>High</i>
Trustworthiness			
Initiative			
Industry			
Social Adaptability			
Personal Appearance			
Sympathy			

2. This will be included as a part of the high-school record blank.

Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination at the College.

1. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the College. This medical examination will be checked by the examining physician at the College, and students may be required to undergo a complete re-examination.

2. Applicants may be rejected for the following reasons:

- a. Incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system (including hysteria, epilepsy, nervous instability), skin, organs of the special senses, thyroid.
 - b. Defective vision of marked degree.
 - c. Permanently impaired hearing.
 - d. Marked speech defects.
 - e. Unsightly deformities.
 - f. Marked obesity.
3. Students with remedial defects may be accepted on condition that immediate treatments be undertaken for the removal of these defects.

Normal intelligence and satisfactory command of English is expected as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

1. The purpose of the personal interview is:
 - a. To give the examining committee of the College an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers, and
 - b. To check on the personal characteristics of the applicants who are admitted as these appear in the interview.
2. The interview will be conducted at the College. Information regarding the dates for interviews will be sent by the registrar with all applications. Specific information regarding interviews may be secured at any time by writing to the registrar.

Advanced Standing. The following regulations governing admission with advanced standing were approved by the Board of Presidents of the State Teachers Colleges, July 19, 1940:

1. Transfers from other institutions will not be accepted without certificates of honorable dismissal.
2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where the grades are marked on a percentage basis, work graded five per cent above the minimum passing grade will be accepted.
3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

No credit can be given for correspondence or extension work toward limited certification unless such work was completed previous to September, 1926. Credit for extension work in certain subjects up to a total of not to exceed 32 semester hours may be accepted toward the requirement for a degree. No correspondence work is accepted.

A student transferring from another college will be required to meet the same requirements as any other applicant. No student may obtain a certificate or degree without a minimum residence of one year in this College.

SCHOLASTIC REQUIREMENTS

Grades. The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which, so far as cover-

ed, is of passing grade, but which is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to school.

Quality Points. Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D or F, no quality points.

To qualify for graduation or for recommendation for the State Standard Limited Certificate, a student must have secured as many quality points as the number of semester hours he has earned in this school toward his degree or certification. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken here.

Eligibility for Student Teaching. No student will be permitted to do student teaching until each of the following requirements is satisfied:

1. The number of quality points must equal or exceed the number of hours earned at Indiana. Students who have transferred from other colleges must have completed at least the equivalent of one semester at Indiana.
2. Candidates for the degree must have two semesters of work with a C-average and no failures in these semesters. One such semester shall be required for those who are seeking the State Standard Limited Certificate.
3. All required courses in English up to the teaching semester must be completed. The applicant must have a C-average in all these courses or he must have passed with a satisfactory rating a standard test in English form and usage, given by the College. Competency in English usage shall be demonstrated. Weakness in English skills, as shown by low grades and test scores, should be removed by repetition of courses, by regular attendance at the English Laboratory, or by both of these remedies. Each student is responsible for maintaining and improving his English skills.
4. A C-average in all courses that are to be used for certification in any particular field will be required.

Student teaching in the summer session is restricted to those who have previous student teaching in this school or several years of actual teaching experience. Application must be made well in advance.

REQUIREMENTS FOR GRADUATION

Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are definitely four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the appropriate field.

Graduates of the special curricula, art, business education, home economics, and music education, receive the degree of Bachelor of Science in their particular field of education and the Provisional College Certificate with authority to teach and supervise the work in their special field. These graduates are usually certified to teach at least one other field in the junior and senior high school.

Graduates of the elementary curriculum receive the degree of Bachelor of Science in Education and the Provisional College Certificate. This certificate entitles the holder to teach for three years in the first six grades of any public school and in grades seven and eight if these are not organized as part of a junior high school. After three years of successful teaching and the addition of six hours of approved college courses, the certificate is changed to a Permanent College Certificate. A certificate on which appears Kindergarten-Primary specialization entitles the holder to teach in Kindergarten and Grades one, two, and three.

Graduates of the secondary curriculum receive the same degree, Bachelor of Science in Education and the Provisional College Certificate, which entitles the holder to teach in any junior or senior high school the subjects written on the face of the certificate. Permanent certification is secured on the completion of three years of successful teaching and the completion of six semester hours of approved work.

At the meeting of the Board of Presidents of the State Teachers Colleges on January 15, 1937, the following report of the Curricular Revision Committee was approved:

1. That each student shall present as a requirement for graduation from the Secondary Curriculum at least two subject fields for certification, one of which shall consist of not less than twenty-four semester hours.
2. That all courses carried in any subject-matter field shall be counted toward certification.
3. That the Board of Teachers College Presidents request the State Council of Education to consider raising, as soon as possible, the present eighteen-semester-hour certification requirement in every subject-matter field to twenty-four semester hours.

In accordance with the above, a student must meet certification requirements in two fields, in one of which he must have at least 24 semester hours and in the other at least 18 semester hours. Required courses are included in the above, except that the course in "Fundamentals of Speech" is not included in meeting the requirements for certification in English.

Besides the degree curricula in the special fields of art, business education, home economics, and music education, Indiana provides all courses necessary for certification in the secondary fields of English, French, geography, mathematics, science, social studies, Spanish, and speech.

All persons who have completed the work of the two-year Kindergarten-Primary or Intermediate Curriculum as previously organized are admitted to junior standing for a degree in the elementary or secondary field provided they are graduates of an approved four-year high school. The exact number of hours credit granted will depend upon the curriculum which the student has completed and the one in which he wishes to secure his degree. Those who become candidates for the degree in the elementary field will secure two full years' credit, but those who transfer to the secondary field will lose some credit, usually from four to six hours.

Graduates of any two-year curriculum can secure not more than two full years' credit, 64 semester hours, towards the degree for such graduation.

Former graduates of a two- or three-year curriculum at the State Teachers College, Indiana, Pennsylvania, who become candidates for a degree from this school must do at least one-half of the work required beyond previous graduation or certification at Indiana. An amount up to one-half the required work may be transferred from other accredited schools provided the courses pursued are the same or equivalent to courses given here and provided that all grades be above D or the equivalent. Not to exceed 25% of the number of semester hours of credit needed for a four-year curriculum may be taken in extension classes. Saturday campus classes are credited as residence work and not as extension. Correspondence courses are not accepted.

REQUIREMENTS FOR CERTIFICATION

State Standard Limited Certificates. The State Standard Limited Certificate, heretofore given to those who completed three years of work on an elementary-degree curriculum, has been discontinued for all who entered after February 1, 1939. The regulations regarding certification in the elementary field may be summarized as follows:

1. Students who entered before January 1, 1937, may still secure the State Standard Limited Certificate on satisfactory completion of two years' work including the special requirements for certification.
2. Students who entered between January 1, 1937, and February 1, 1939, may secure the State Standard Limited Certificate on the satisfactory completion of three years' work including the special requirements for certification.
3. Students who entered after February 1, 1939, cannot secure any type of certification until they have completed the full requirements for the degree. They will then receive the Provisional College Certificate granted to all graduates.

Renewal of State Standard Limited Certificate. (From Department of Public Instruction Bulletin, Sept. 1, 1938)

1. The twelve semester hours required for the renewal of the state standard limited certificate are to be earned *during each* renewal period of three years, whether the certificate has been used for teaching purposes or not. This is the minimum rate by which the holder of a state standard limited certificate may move toward the completion of an *elementary* degree curriculum.
2. The responsible official of the college, from which the holder of the certificate expects to secure a degree, should certify on the transcript—or otherwise—that the twelve semester hours submitted to the Department of Public Instruction will be accepted by the institution as additional work toward the completion of the elementary-degree curriculum.

Students will note particularly that work for the renewal of the certificate must be approved toward a degree in the *elementary* field. This renewal work should be taken in the school from which the student expects to secure his degree. If taken at another college, approval of the courses must first be secured *in advance* from the Dean of Instruction of the college from which the student expects to secure his degree.

Provisional College Certificates. The Provisional College Certificate is issued to any graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved training enables the holder to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in any public school in the state. The six required hours must include two or three hours in education and the remainder in a field in which the candidate is already certificated.

In order to add a subject to a certificate in the secondary field credentials showing the satisfactory completion of eighteen semester hours of approved preparation in that subject must be presented.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure thirty semester hours of approved training in work definitely organized for the preparation of elementary school teachers, including at least six semester hours of student teaching in the elementary field. This preparation must be in addition to the requirements for the degree. This means that courses used to meet the degree requirements in the secondary or special field cannot be used again to apply on certification in the elementary field.

The holder of a college certificate in the elementary field may be certificated for teaching in the secondary field by adding thirty hours in secondary education, including six hours' student teaching in the secondary grades, and securing eighteen hours of approved credit in a major field or in each of several major fields of secondary education.

GENERAL INFORMATION

SUGGESTIONS FOR ENTERING STUDENTS

Preliminary. The prospective student should send for an application blank for entrance into the College. This blank should be properly filled out and returned with the room reservation deposit of ten dollars. Rooms are assigned in the order in which applications are received and as nearly in accordance with students' preferences as possible.

Entrance Tests. The entrance examinations for applicants who were in the lower half of their graduating classes will be held on Tuesday, July 15, from 10:30 A.M. to 12:00 M., and from 1:00 P.M. to 2:00 P.M. Every applicant who ranked in the lower half of his class should make application in time to take the examination on that date. Another examination for those who did not apply before the July date will be given on Tuesday, September 9, from 1:15 P.M. to 3:45 P.M., but the chances for admission will be greatly decreased if students wait until that time. This test must be taken also by all students whose high-school transcripts have not been received.

Room Assignments. All entering boarding students are required to pay ten dollars in advance for the reservation of a room. This deposit is due when the application and personal record are filed. These blanks will be sent on request to any prospective student. The deposit is credited on the following semester's contingent fee. Students are not permitted to room alone except as indicated on page 19.

Advance reservation deposits may be returned to students, provided three weeks before the opening of the semester they notify the College of their intention not to attend, and provided the request for a refund is approved by the Board of Trustees and the Department of Revenue. See page 20.

The time between terms is very short for getting the dormitories again in readiness for students. For this reason the residence halls are not open until registration day and students will not be admitted to the dormitories before that time.

Rooms are not held for students beyond the first day of the semester or term unless arrangements have previously been made.

Freshman Dormitory. In order to better orientate freshman women a section of John Sutton Hall has been set aside as a Freshman Dormitory. Special regulations are set up for freshmen, and counselors supervise their daily routine carefully, acquaint them with customs and traditions, and advise them as situations arise. It is hoped that this plan will bring better adjustments to the problems of college life.

Student Supplies. All students who live in school dormitories and men students who are assigned to rooms in private homes or in the cottages must provide themselves with blankets, as the College and the house mothers furnish only the linen and bedspreads. The students must provide window curtains, soap, towels, needed toilet articles, etc.

Students must also furnish their own gymnasium attire. The Physical Education Department requires regulation gymnasium and pool equipment, which can be purchased in the College bookstore at a saving to students. The required costume for men costs about \$3.00. The cost for women is a little higher.

Baggage. All baggage is delivered to the basement of John Sutton Hall, and porters will transfer it directly to the students' rooms. Luggage should be plainly marked with the student's name and, if the assignment has been made, should also bear the room number. Students living in school cottages should mark their baggage with the street address; the College truck will deliver it to the rooming place.

Registration Day. All freshmen and other new students except post-graduates will report for registration, classification, and other activities, Monday, September 8. All other students will register Thursday, September 11. On arriving at the College, students will be given a mimeographed sheet of directions telling them in detail the procedure to be followed in being registered and programmed. In general the following directions should be followed:

I. Boarding Students:

- a. Go to the library, fill out enrollment card, and pay your fees.
- b. Women, go to Recreation Hall where room assignment will be given and your arrival checked. Keys will be given out in the office of the Dean of Women. Men, go to the office of the Dean of Men.
- c. Take all baggage checks to the College bookstore and pay for delivery of the baggage.
- d. Have your programs made by teachers assigned to particular groups. These teachers, the rooms in which programs will be made, and the group assigned to each will be clearly indicated on the sheet of directions.
- e. Secure school materials at the College bookstore. No books should be purchased until after the classes have met and a correct list of necessary books has been made.
- f. Students who are transferring from other schools and who have not had their credits evaluated see the Dean of Instruction.

II. Day Students:

Follow the procedure given above, omitting b and c.

The Handbook. The Student Council publishes a handbook which is given to entering students. This handbook contains information concerning the school set-up and routine and is a great help to new students.

BOARDING STUDENTS

The State Teachers College at Indiana is *primarily* a dormitory school. It admits as day students only those who live with parents or near relatives. Women students live in the dormitories and cottages under faculty supervision. Men students room in school cottages, in fraternity houses, or in private homes approved by the college. All boarding students take their meals in the college dining room.

Vacation and Guest Charges. Students remaining at the school during Thanksgiving, Christmas, Easter, or summer vacation will be charged at the transient rates. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 40 cents; lunch, 40 cents; dinner, 50 cents.

Fire Precautions. Students are not permitted to use or to have stoves, electric irons, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector. Smoking in dormitory rooms is absolutely forbidden, due to the fire hazard. Radios are permitted, but must be installed by the school electrician. Extension cords and double sockets are not allowed.

Laundry. The laundry of all boarding students, to the extent of ten plain pieces per week, plus towels and napkins, is done in the college laundry. All pieces sent to the laundry must be plainly marked with the owner's name either written in indelible ink or by sewed-on name tapes. Cash's name tapes may be ordered in department stores or tapes may be ordered from the Sterling Name Tape, Winsted, Conn., at a nominal charge.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the free use of women students.

Room Assignments. Up to May 1st those students who have paid the room reservation deposit of \$10.00 will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are assigned to them, unless for some reason it is felt wise or necessary to withdraw students from said room. At a meeting as soon after May 1st as possible the remaining rooms are put up in order of desirability. If two or more groups of women students desire the same room, the groups draw lots for it. This process continues until all women in school are assigned to rooms for the following year. Only students who have paid the room-reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled, and they take their place on the list of entering students.

Dormitory Life. General supervision of the personal and social welfare of women students is exercised by the Dean of Women and hall teachers. Student body, faculty, and administration co-operate to main-

tain high standards of social life and conduct. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Enrollment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations. Participation in government is vested in the Resident Women's League, of which all resident women are automatically members. Representatives from each hall and cottage make up the League Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. The college handbook, given to entering students, contains detailed information.

Women students are under College jurisdiction from the time of arrival in Indiana in September until they leave in May, with the following exceptions: Thanksgiving, Christmas, and spring vacations, and at all other times after they reach their homes.

For going home week-ends, first- and second-year students must have either permission sent from home for each visit, or a form card on file covering any week-end. All women are expected to register when off campus for evenings and week-ends, and to cancel such registrations when they return. For first- and second-year students, week-ends spent elsewhere than home must be with parental approval and college consent. A permit from parents to ride in automobiles must be filed in the office of the Dean of Women. This applies to all women students. The College reserves the right to withhold privileges whenever it is for the best interest of the College or of the student concerned.

Guests. Persons calling on students must be approved by the Dean of Women. In no case can visitors be allowed to interfere with college duties, and for this reason visits should be made during week-ends only.

Any student entertaining a visitor in college buildings over night must register the visitor with the Dean of Women, have her approval, and notify the hall teacher that a guest is present. This privilege applies only to visitors of school age and should be used only on Saturday night when it is possible to use the bed of someone away for the week-end. Day students are not permitted to stay in the dormitory over night. Guests are under the same regulations as students, and the hostess is responsible for her guest. All meals are paid for at current transient rates.

Students may accompany mothers or near relatives to a hotel for meals or for the night if arrangements are made in advance with the Dean of Women.

On Sundays, mothers are permitted to visit students in rooms from 10:00 to 12:00 A.M. and 2:00 to 5:30 P.M. At all other times, guests are received in parlors on the first floor. Buildings are closed to guests at 10:00 P.M.

Visits. Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. The student must decide between sacrificing his school work and limiting the number of his visits. It is strongly advised that students do not go home oftener than once a month.

DAY STUDENTS

Students whose homes are not in Indiana and who desire to live with relatives in Indiana as day students must have the approval of the President in advance of registration. Under no circumstances are students permitted to room or board with private families, not immediate relatives. Violation of this regulation will result in loss of credit for work.

Accommodations for day students are provided on the ground floor of John Sutton Hall and consist of a large women's lounge attractively furnished, a dining room, and a lounge for men. There is also a quiet room equipped for sleep during the day. Additional library facilities recently made available provide pleasant study conditions for non-resident students, and racks and shelves in lounges offer space for wraps and books. Students through their House Committee assume responsibility for care and use of rooms set aside for them.

SELF HELP, LOAN FUND, AND SCHOLARSHIPS

National Youth Administration. During the last five years Indiana, in common with other colleges, has had available under the N.Y.A., through the federal aids to education, considerable opportunity for students to secure work that would aid in paying their expenses. Whether this aid will be extended for the coming year is not known. If it is, there will be open to a number of worthy students, who otherwise could not attend school, an opportunity to earn part of their expenses. If the federal aid is not continued, there will be very few opportunities for students at Indiana to secure work that will aid in paying their expenses. The few part-time positions that are available are usually filled by students who have been here two or three years.

Student Employment Bureau. Through this office, deserving men students may secure work which enables them to earn money which will help them to carry on their education at Indiana. The rate of pay, except for work requiring special skills, is the same as that paid N.Y.A. workers.

Work. A few students are permitted to work in private families for their room and board. Arrangements for such students should be made with the Dean of Women prior to registration.

Loan Fund. The Jane E. Leonard Memorial Loan Fund was begun several years ago and has been built up largely through the work of faculty and students. During the last few years most of the alumni units have come to the aid of the fund, and some have made very liberal contri-

butions. The available loan value has now reached about sixteen thousand dollars. The governing board in charge of granting loans consists of the Dean of Instruction, the Dean of Men, the Dean of Women, and an alumni member. The plan in operation provides for the granting of loans to juniors and seniors, with interest at two per cent, payable at maturity of loan, with the regulation that not more than \$100.00 be loaned to a student during one semester and that the maximum sum loaned to any student shall not exceed \$200.00.

State Scholarships. Holders of State Scholarships may attend State Teachers Colleges and use the scholarship award toward meeting their expenses.

ADVISORY SYSTEM

A carefully worked-out advisory system is in use at Indiana. Every student is assigned to a faculty adviser in his major department, who assists the student in keeping a check on his work and advises him in regard to his program, his outside activities, his scholarship, and other matters. Two or three times each semester a report is made to each adviser concerning the students in his group who are doing poor work.

GRADE REPORTS

As soon as possible after the close of each semester a full report of the previous semester's work is given every student on a record card provided by the student. Reports of students' grades are not sent to parents but are given directly to the students. It is assumed that students who are sent to college are mature and trustworthy enough to report correctly to their parents the facts in regard to their grades. If they have not reached this stage of maturity and integrity, they would seem to lack qualities highly desirable in prospective teachers.

GRADUATION

Commencement Exercises. One commencement is held each year at the close of the second semester. Only those students who have completed all requirements for graduation will be permitted to take part in the commencement exercises. The regulation cap and gown sanctioned by the Intercollegiate Bureau and Registry of Academic Costume are worn by seniors upon the proper occasions.

Alumni. Since its organization the school has graduated over eleven thousand students from its various curricula. Approximately twenty-two hundred degrees have been granted since Indiana was made a college in 1927. The support of these alumni is an important factor in the consistent growth of the College.

Alumni Association. The Alumni Association of the College is a very active organization with branches in 38 counties of the state and also in the neighboring states of New York and Ohio. At the annual

meeting in May, 1933, the constitution of the Alumni Association was changed so that it is now organized on a representative basis, with the local unit in each community sending its representatives to the meeting of the executive council, which meets twice a year. In this way it is hoped that every graduate may be brought into close relationship with the school through membership in an active local unit.

Of interest to all alumni is the publication of a new Directory, the first since 1922. In addition to complete lists of graduates with their addresses and occupations, this volume contains a history of Indiana and a number of interesting tables presenting various kinds of data relative to alumni groups. All alumni will be interested, too, in the recently initiated drive to raise money for the installation of a pipe organ in the new Auditorium. An Alumni Office has also been equipped. Information relative to the various activities of the alumni can be obtained by addressing the Alumni Office, State Teachers College, Indiana, Pennsylvania.

PLACEMENT SERVICE

Placement. The services of the Placement Bureau are available to all students of the College who receive certification. The directors of the various departments take an active interest in the placement of their graduates. Co-ordination of effort is secured through a central committee. The Bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the Bureau increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania.

THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session six or nine hours' credit toward any certificate or toward graduation in any curriculum. High-school graduates who have not previously attended college may attend summer school, but they are not encouraged to do so. The courses are planned primarily for those who have had previous work, and an effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation. The groups whose interests are kept particularly in mind in planning the work of the summer session are:

1. Holders of any type of limited certificate who are seeking standard certification or graduation.
2. Graduates of two- or three-year curricula who are working toward degrees in their fields.
3. Holders of degrees who wish to secure the six hours required to make the Provisional College Certificate permanent, or who wish to secure additional certification.
4. Students in regular attendance who wish to secure additional credit or who wish to make up failures or incompletes received the previous year.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

Dates. The regular summer session will open on June 16 and close on July 26. A post session of three weeks will open on July 28 and close on August 16. It will thus be possible for a student to secure six semester hours' credit in the regular term and an additional three hours' credit in the post session.

SATURDAY CAMPUS AND EXTENSION CLASSES

Saturday Campus and Extension Classes are offered for those who are now teaching and wish to continue their education during the regular school year. The contingent fee is \$5.00 per semester hour of credit and no activity fee is required. Not more than six semester-hours' credit can be earned in one semester by one who is doing full-time teaching.

Saturday Campus Classes are held on the campus on Saturdays (generally between 8:00 A.M. and 1:00 P.M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable one to earn as much as six semester-hours' credit each semester. Persons interested should write for a schedule of courses.

Extension Classes. For those too far from Indiana to attend Saturday Campus Classes, arrangements may be made for one or more courses by extension. Such courses may be offered at convenient centers when a sufficient number of students agree to take the same one or more courses. Teachers may earn as much as twenty-five per cent of the credit needed for a four-year curriculum by taking courses in extension classes. If there is demand for a certain course at any given place, a communication should be sent to the Director of Saturday Campus and Extension Classes.

STUDENT ORGANIZATIONS AND ACTIVITIES

In order that students may have opportunities to develop their own avocational interests and desirable qualities of leadership, initiative, and co-operation, the College sponsors a great variety of student organizations.

STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

Student Council. The Student Council co-operates with the Administration in the consideration of school problems which pertain to scholarship, school life, community relationships, and professional development. During the 1941-42 school year the Student Council will be formed in accordance with recommendations made by a committee known as the Student Participation Committee. This group, comprising both students and faculty, has been working on problems connected with student participation in school government for two years. In accordance with the proposal of this group the Student Council will be composed of the four class presidents and representatives from the different departments, the resident students, the non-resident students, and the freshman class.

Student Co-operative Association. The student activity fee paid by each student is used to finance the Student Co-operative Association. The activities of this organization include the sponsoring of musical presentations, lectures, entertainments, and intramural and inter-collegiate athletics. One of the large items of expenditure is for the operation of the school bus. Frequent educational excursions are made to places of historical interest; occasional trips are taken to Pittsburgh to see dramatic presentations. Each student receives a copy of the college annual, "The Oak", and the college newspaper, "The Indiana Penn". The College Bookstore, under the management of this association, sells supplies to students and furnishes them books at a discount. Each Saturday evening, when there is no special entertainment, an orchestra is provided for dancing in Recreation Hall. During the past year the Student Co-operative Association furnished the funds for approximately thirty students to attend student conferences at various points in Pennsylvania and other states. Another new feature, also sponsored by this association, has been the introduction of winter sports, including tobogganing and skiing. Under the sponsorship of the Student Co-operative Association all-college dances are held each Saturday evening. These dances entail no expense for the student. In addition to these Saturday dances, students may dance for an hour after dinner on Mondays and Wednesdays. At each of these dances students and faculty act as hosts and hostesses. The finances of the Student Co-operative Association are administered by the Finance Committee, composed of both students and faculty.

Resident Women's League. This organization, composed of all women boarding students, aids in directing the affairs of women students who live in the dormitories or cottages.

Men's Student League. This group, made up of all the men students, co-operates with the Administration in managing the affairs of men students.

Non-Resident Student League. This organization promotes social contacts and activities of non-resident students.

RELIGIOUS ORGANIZATIONS

Although the College is non-denominational, its authorities aim to make it a place of positive religious influence. In an effort to promote observance of Sunday, an evening vesper service is held, in which students are invited to participate. They are urged to attend the churches of their choice on Sunday and to be present at the weekly convocation at which a part of the time is given over to non-sectarian devotional activities. Through the Y.W.C.A. and the Y.M.C.A. students are afforded other avenues for experience in Christian living. These take the form of religious meetings, social functions, and opportunities for community service. Exchange programs with other colleges; attendance at regional conferences and the Eaglesmere summer convocations, and membership in the World Student Christian Movement provide opportunities for studying state, national, and world religious problems. In addition to these activities, many groups of students affiliate with the various churches in the community, thereby participating in the religious and social life of others of their own belief. Another opportunity for religious participation is given in a special non-sectarian Spiritual Life Program which extends over several days. Speakers and councilors from different denominations speak at convocations during this week and aid students in individual and group conferences.

LEONARD LITERARY SOCIETY

The Leonard Literary Society, the largest organization on the campus, is made up of both students and faculty. The Society has a rich history in literary and dramatic activity dating from the personal inspiration of Jane E. Leonard, whose name it bears. The Society presented two professional artists this year, James Stewart and Jane Cowl, and, in addition, three semi-professional performances by students in the plays "What A Life" by Clifford Goldsmith, "Passing of the Third Floor Back" by Jerome K. Jerome, and "Personal Appearance" by James Riley.

DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club and the Tuesday Night Art Activities to stimulate and direct the interest in art both within and outside the Art Department.

The Department of Business Education provides for members of its department the Freshman Junior Chamber of Commerce and the Junior Chamber of Commerce. These organizations serve social and developmental purposes within the department.

The Departments of Elementary and Secondary Education both have clubs to stimulate interest in their fields and unite students with common interests.

The English Department sponsors the American College Quill Club to encourage creative literary activity; the Robinson Reading Choir for those interested in choral reading; the Indiana Penn, a weekly newspaper, and The Oak, which is the College yearbook.

The Geography Department sponsors the Alpha Omega Geographers, a selected group of outstanding geography majors, which furthers professional work and social contacts in the field, and the Travel Club, composed of geography majors and other interested students, which holds no regular meetings, but instead takes one or two trips a year. Last year (1940-41) the Travel Club visited the Blue-Grass Region in Kentucky.

The Home Economics Department sponsors the Home Economics Club which aims to develop leadership, responsibility, and resourcefulness, and to provide opportunity for participation in professional and social activities. This local club is affiliated with the Pennsylvania State Home Economics Association and the American Home Economics Association.

The Music Department sponsors a large variety of activities, some required of music students, others elective. A few are open to all students of the school interested in music. These groups are the Music Club, College Choir, Concert Band, Lyric Choir, Marching Band, Men's Glee Club, Orchestra, String Quartet, and Vesper Choir.

The Physical Education Department during the last several years has enlarged its sports club program. At present, those students especially interested in a particular sport activity may band themselves together for the promotion of this sport. Under the direction of the Physical Education Department, in addition to the Red Cross Life-Saving Club, Bicycle Club and the Rifle Club, are found the Women's Athletic Association, which aims to promote interest and skill in sports, to develop a well-rounded athletic program, and to foster recreation and good fellowship; and the Women's Varsity I Club which organizes intramural activities for girls and supplies sport managers for W.A.A. activities. Other activities that lend themselves easily to club work are skiing, tobogganing, archery, and roller skating.

The Science Department sponsors the Biology Club which attempts to stimulate professional interest among the students through association with each other in special problems, and to afford students an opportunity to follow special interests. The David C. Alter Scientific Society stimulates research in the field of physical sciences; in the Out-of-Doors

Club, students learn how to enjoy the natural environment; and the Photography Club furthers interest in photography through supervised activities.

The Social Science Department sponsors the Inter-collegiate Conference on Government, which studies state and national problems and discusses these at a state meeting at Harrisburg; The International Relations Club, open only to Social Studies majors; and the Open Forum, open to all students interested in discussing national and international affairs.

CLASS ORGANIZATIONS

Each class — Freshman, Sophomore, Junior, Senior — has a class organization, holds social and professional meetings, and sponsors one formal dance every year.

FRATERNITIES

Honorary Fraternities. In 1928 a Chapter of Alpha Phi Gamma, a national honorary journalistic fraternity, was established on the campus. Its purpose is "to unite in a congenial group students who are interested in the higher forms of journalism." Membership is open only to those who have served on the staffs of college publications and who maintain a high scholastic standing. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business and commercial training, is represented on the campus by Kappa chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in Business Education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940.

Educational Fraternities. Three national fraternities of professional character now have chapters at Indiana. The Phi Alpha Zeta Fraternity was organized as a national educational and social fraternity June 4, 1908. Alpha Chapter has been active on the campus as a local organization since 1927. Eta Chapter of Phi Sigma Pi, a national educational fraternity, was established at Indiana, April 30, 1929. It took the place of Omega Chi Fraternity, a local organization founded in 1909. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930.

Inter-fraternity Council. This small group made up of the president and sponsor of each fraternity, and the Dean of Men, meets occasionally to regulate inter-fraternity affairs.

SORORITIES

Educational Sororities. Seven national professional educational sororities have chapters on the campus: Alpha Sigma Alpha, Sigma Sigma Sigma, Alpha Sigma Tau, Pi Kappa Sigma, Pi Delta Theta, Theta Sigma Upsilon, and Delta Sigma Epsilon. Only students who have completed sixteen semester hours of work with a C-grade average and no failures are eligible for membership. Sorority life offers opportunities for growth of congenial friendships and the fostering of the highest ideals of womanhood. Broadening contacts are furnished through association with alumnae members and inter-collegiate affiliations.

DIVISION OF ELEMENTARY EDUCATION

JANE LOUISE McGRATH, *Director of Division*

LILLIAN I. McLEAN, *Assistant Director of Division*

Elementary Education prepares teachers for kindergarten-primary, intermediate, and rural schools, also persons with degrees in special fields who wish to be certificated in Elementary Education. At the completion of a four-year course a B.S. Degree in Education and Elementary Certification is granted to satisfactory students.

FEES AND EXPENSES

	<i>Semester</i>
Contingent Fee (payable in two installments)	\$ 36.00
Housing Fee (payable in two installments)	126.00
Activity Fee	8.00
Books, equipment, etc. (approximate)	25.00
	<hr/>
	\$195.00

(Also see pages 18-21)

CURRICULUM IN ELEMENTARY EDUCATION

Sequence of courses subject to change for administrative reasons

FIRST SEMESTER

	Clock Hours	Semester Hours
English I (including Library Science	4	3
Fundamentals of Speech ..	3	3
Biological Science I	4	3
Health Education I (includ- ing Physical Education & Personal Hygiene)	4	2
Place and Purpose of Edu- cation in the Social Order, including School Visita- tion	3	3
Appreciation of Music	3	2
	<hr/>	<hr/>
	21	16

SECOND SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Principles of Geography ..	3	3
History of Civilization ...	4	4
Biological Science II	4	3
Health Education II (in- cluding Physical Educa- tion and Personal Hy- giene)	4	2
Appreciation of Art	3	2
	<hr/>	<hr/>
	21	17

THIRD SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Electives	3	3
	—	—
	16	15

FOURTH SEMESTER

	Clock Hours	Semester Hours
Literature II	3	3
Educational Psychology ...	3	3
Principles of Sociology or	3	3
Principles of Economics ..	(3)	(3)
Physical Science II	4	3
Electives	4	4
	—	—
	17	16

FIFTH SEMESTER

U. S. History before 1865	3	3
Teaching of Reading	3	3
*Music I	4	2
*Art I	4	2
Curriculum in Arithmetic .	2	2
School Law	1	1
Elective	3	3
	—	—
	20	16

SIXTH SEMESTER

History of Pennsylvania ..	2	2
Teaching of English, in- cluding Handwriting ...	4	3
*Music II	3	2
*Art II	3	2
Teaching of Health	2	2
U. S. History since 1865 ..	3	3
Elective	2	2
	—	—
	19	16

SEVENTH SEMESTER

Educational Measurements	2	2
Curriculum in Elementary Science	4	3
Visual Education	2	1
Children's Literature and Story-Telling	3	3
Evolution of the American Public School	2	2
Ethics	3	3
American Government, Fed- eral, State and Local ...	3	3
	—	—
	19	17

EIGHTH SEMESTER

Student Teaching and Con- ferences	18	12
Curriculum Materials, Selec- tion and Adaptation	4	3
	—	—
	22	15

* Students enrolled in the Elementary Curriculum must demonstrate in written and oral examinations a sufficient mastery of the knowledge and skills necessary to enable them to pursue these professional courses with profit; otherwise they will be required to take a preliminary course in the subject without credit.

SPECIALIZATION AND ELECTIVES

1. Students enrolled in the State Teachers Colleges may qualify for the degree of Bachelor of Science in Education by satisfactorily completing the basic elementary four-year curriculum, including twelve semester hours of electives, offered at the College at which the degree is to be conferred.
2. Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (grades 1-6 or 1-8) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

	<i>Clock Hours</i>	<i>Semester Hours</i>
a. Early Childhood Education		
Early Childhood Education	3	3
*Student teaching in grades below fourth	18	12
Curriculum Materials		
Selection and Adaptation for Early Childhood		
Grades	4	3
	—	—
Total	25	18
b. Intermediate Education		
Teaching of American History and Government ..	3	3
*Student Teaching in intermediate grades	18	12
Curriculum Materials		
Selection and Adaptation for Early Childhood		
Grades	4	3
	—	—
Total	25	18
c. Rural Education		
Rural School Problems	3	3
**Student Teaching under rural school conditions ..	18	12
Curriculum Materials		
Selection and Adaptation to rural or in grades		
1-6 or 1-8 under conditions approximating those		
in rural schools	4	3
	—	—
Total	25	18

3. Electives may be chosen from the following:

Child Adjustment	3	3
Child Psychology	3	3
Diagnostic and Remedial Instruction in Reading	3	3
Education for Family Living	3	3
Mental Hygiene	3	3
Safety Education	2	2
School Finance	2	2
Special Education	3	3
Speech, including Dramatics
Teaching of Arithmetic	3	3

and courses in academic fields and special curriculums approved at the college in which the student is registered: provided that to achieve a breadth of background not more than six (6) semester hours may be selected from courses listed above except Speech including Dramatics, and not more than six (6) semester hours may be selected from any one academic field or special curriculum.

4. This program of courses becomes effective June 1, 1941, and the schedules of students now enrolled will be adjusted as rapidly as is consistent with the students' needs and administratively feasible.

*Three semester hours of the twelve required may be observation and participation in other age levels of the elementary field.

**Three of the twelve semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one other extra-curricular activity one semester each year.

DIVISION OF SECONDARY EDUCATION

RALPH E. HEIGES, *Director of Division*

All students who are preparing to teach the academic subjects will follow the program of courses given below. In addition to the required courses each student must elect two fields of concentration from those offered: English, geography, French, mathematics, science, social studies, Spanish. The latter courses are taken where the program is marked "Electives."

FEES AND EXPENSES

	<i>Semester</i>
Contingent Fee (payable in two installments)	\$ 36.00
Housing Fee (payable in two installments)	126.00
Activity Fee	8.00
Books, equipment, etc. (approximate)	25.00
	\$195.00

(Also see pages 18-21)

CURRICULUM IN SECONDARY EDUCATION

Sequences of courses subject to change for administrative purposes

FIRST SEMESTER

SECOND SEMESTER

	Clock Hours	Semester Hours		Clock Hours	Semester Hours
English I (including Library Science)	4	3	English II	3	3
Fundamentals of Speech ..	3	3	Principles of Geography ..	3	3
Biological Science I	4	3	Biological Science II	4	3
Health Education I, includ- ing Physical Education and Personal Hygiene ..	4	2	Health Education II, in- cluding Physical Educa- tion and Personal Hy- giene	4	2
Place and Purpose of Edu- cation in the Social Order, including School Visita- tion	3	3	History of Civilization	4	4
Appreciation of Music	3	2	Appreciation of Art	3	2
	21	16		21	17

THIRD SEMESTER

FOURTH SEMESTER

Literature I	3	3	Literature II	3	3
Economic Geography	3	3	Principles of Sociology or Principles of Economics .	3	3..
General Psychology	3	3	Educational Psychology ...	3	3
Physical Science I	4	3	Physical Science II	4	3
Elective	3	3	Electives	4	4
	16	15		17	16

FIFTH SEMESTER

	Clock Hours	Semester Hours
American Government—Federal, State and Local . . .	3	3
School Law	1	1
Educational Measurements	2	2
Electives	10	10
	—	—
	16	16

SIXTH SEMESTER

	Clock Hours	Semester Hours
Problems of Secondary Education	2	2
Guidance	2	2
Electives	13	13
	—	—
	17	17

SEVENTH SEMESTER

Evolution of the American Public School	2	2
Visual Education	2	1
Ethics	3	3
Electives	10	10
	—	—
	17	16

EIGHTH SEMESTER

Student Teaching and Conferences	18	12
Curriculum Materials: Selection and Adaptation	4	3
	—	—
	22	15

**THE REQUIRED AND ELECTIVE COURSES IN EACH
FIELD ARE INDICATED BELOW:**

ENGLISH

Required:	12 sem. hrs.
English I	4 3
English II	3 3
Literature I	3 3
Literature II	3 3
Recommended:	6 sem. hrs.
English Philology	3 3
Advanced Composition	3 3
Electives:	6 sem. hrs.
Shakespeare	3 3
Short Story	3 3
Modern Novel	3 3
World Literature	3 3
Contemporary Poetry	2 2
Victorian Prose & Poetry	3 3
Journalism	2 2
Pre-Shakespearean Literature	2 2
Romantic Period	3 3
Essay	3 3
Modern Drama	2 2
19th Century Novel	3 3

GEOGRAPHY

Required:	6 sem. hrs.
Principles of Geography	3 3
Economic Geography	3 3
Recommended:	12 sem. hrs.
Geography of the U. S. and Canada	3 3
Geography of Latin America	3 3
Geography of Europe	3 3
Geography of the Pacific Realm	3 3
Electives:	6 sem. hrs.
Climatology and Meteorology	3 3
Physiography	3 3
Conservation of Natural Resources	3 3
Field Course (to be approved)	3 3
Commercial and Industrial Geography	3 3
Trade and Transportation	3 3

FOREIGN LANGUAGES

FRENCH

Recommended: 18 sem. hrs.

French I:		
Elementary French ...	3	3
French II:		
Elementary French ...	3	3
French III:		
Intermediate French ..	3	3
French IV:		
Intermediate French ..	3	3
French V:		
Outline Course in French Literature ..	3	3
French VI:		
Seventeenth Century French History and Lit.; Composition ..	3	3

LATIN

Recommended: 18 sem. hrs.

Latin I:		
Ovid and Virgil	3	3
Latin II: Livy	3	3

SPANISH

Recommended: 18 sem. hrs.

Spanish I:		
Elementary Spanish ..	3	3
Spanish II:		
Elementary Spanish ..	3	3
Spanish III:		
Intermediate Spanish ..	3	3
Spanish IV:		
Intermediate Spanish ...	3	3
Spanish V:		
The Nineteenth Cen- tury in Spain and Latin America	3	3
Spanish VI:		
Survey of Spanish and Latin American Lit- erature from the Or- igins to the Nine- teenth Century	3	3

MATHEMATICS

Recommended: 18 sem. hrs.

College Algebra	3	3
College Trigonometry ..	3	3
Analytic Geometry	3	3
Calculus I	3	3
Calculus II	3	3
Statistics	3	3

SCIENCE

GENERAL SCIENCE

Required: 21 sem. hrs.

Biological Science (Bot- any, Zoology)	8	6
Physical Science (Chem- istry, Physics)	8	6
Advanced Biology Courses	8	6
Advanced Physical Courses	8	6

BIOLOGICAL SCIENCE

Required: 18 sem. hrs.

Biological Science (Bot- any, Zoology)	8	6
Botany	8	6
Zoology	8	6

Electives for Biology

Field: 6 sem. hrs.

Advanced Nature Study ..	4	3
Bacteriology	4	3
Comparative Anatomy ..	4	3
Ecology	4	3
Embryology	4	3
Entomology	4	3
Genetics	3	3
Histology	4	3
Parasitology	4	3
Physiology	4	3

PHYSICAL SCIENCE

Required: 22 sem. hrs.

Physical Science (Chem- istry and Physics) ...	8	6
General Chemistry	12	8
General Physics	12	8

Electives for Field of**Physical Science: 2 sem. hrs.**

Colloidal Chemistry	4	3
Descriptive Astronomy	2	2
Food Chemistry	4	3
Geology	4	3
Heat	4	3
Hydrostatics	4	3
Industrial Chemistry	4	3
Magnetism and Electri- city	4	3
Mechanics	4	3
Modern Physics	4	3
Organic Chemistry	4	3
Optics	4	3
Physical Chemistry	4	3
Physics Laboratory	4	3
Physiography	3	3
Physiological Chemistry	4	3
Qualitative Analysis	4	3
Quantitative Analysis	4	3
Sound	4	3

CHEMISTRY**Required: 18 sem. hrs.**

Physical Science	8	6
Inorganic Chemistry	8	6
Qualitative Analysis	4	3
Quantitative Analysis	4	3

Electives: 6 sem. hrs.

Organic Chemistry	4	3
Physical Chemistry	4	3
Industrial Chemistry	4	3
Physiological Chemistry	4	3
Food Chemistry	4	3
Colloidal Chemistry	4	3

PHYSICS**Required: 12 sem. hrs.**

Physical Science	8	6
Advanced Physics	8	6

Electives: 12 sem. hrs.

Mechanics	4	3
Heat	4	3
Magnetism and Electri- city	4	3
Hydrostatics	4	3
Optics	4	3
Modern Physics	4	3
Pneumatics	4	3

SOCIAL STUDIES**Required: 13 sem. hrs.**

History of Civilization	4	4
Sociology	3	3
Economics	3	3
American Government	3	3

Recommended: 9 sem. hrs.

History of U. S. I (U. S. History before 1865)	3	3
Social and Industrial His- tory of the U. S.	3	3
Modern European History	3	3

Electives: 3 sem. hrs.

Early European History	3	3
Principles of Economics	3	3
Principles of Sociology	3	3
History of Latin America	3	3
Comparative Government	3	3
Evolution of Social Insti- tutions	3	3
History of England	3	3
History of the Far East	3	3
History of Pennsylvania	3	3
Ethics	3	3
Renaissance and Reforma- tion	2	2
Industrial Relations	3	3
Constitutional History and Law	3	3
History of Philosophy	3	3
Social Problems	3	3

All students are required to take part, without credit, in one physical education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one other extra-curricular activity one semester each year.

EDUCATION

JOSEPH M. UHLER, *Head of Department*

RALPH B. BEARD

HAROLD L. CAMP

TOBIAS O. CHEW

GUY PRATT DAVIS

JAMES E. EICHER

JANE L. MCGRATH

LILLIAN I. MCLEAN

PAUL A. RISHEBERGER

The Education Department through its courses furnishes the ground work for the professionalization of the content of other courses. Thus, the Education Department serves the entire school. It touches every student in every department and thereby makes the College a professional school. The Laboratory School is the workshop where the educational philosophy taught in the College is put into practice. The Laboratory School and the educational work of the College are under the same administration, thereby establishing the closest relationship possible.

*CORE COURSES

Place and Purpose of Education in the Social Order

3 semester hours credit

In this, the student's first course in Education, the emphasis will be placed upon American Schools as the main support of our American way of life and the perpetuation of democratic principles of government. The course leads from a brief history of educational systems of the past to a careful consideration of the major functions of education in the contemporary society of today. Present-day challenges to both our schools and to society will be studied in detail. Adequate observations in the Laboratory School lend concreteness to the principles discussed in class.

General Psychology

3 semester hours credit

This course, a prerequisite to all other psychology courses, is a preview in the science of human activities with emphasis on the activities of the individual. It introduces the student to the aim and methods of psychology, some general principles, individual differences, intelligence, personality, remembering, learning, motivation, feelings and emotions, the sense organs, observation, attention, thinking and imagination, and mental conflicts.

Educational Psychology

3 semester hours credit

This course involves a study of the educational aspects of psychology. It includes the psychology of learning, the nature and measurement of intelligence, the psychology of individual differences and applications thereof to the educative process, the psychology of school subjects, and the psychology of adjustment. An eclectic viewpoint is presented.

* Courses required in the Elementary and Secondary Education curricula.

School Law

1 semester hour credit

The purpose of this course is to familiarize the prospective teacher with the legal phases of the Pennsylvania School system. The laws concerning health, attendance, contracts, certification, districts, directors, financial support, etc. will be considered.

Educational Measurements

2 semester hours credit

This is an introductory course in educational measurements designed to acquaint the students with the elementary statistical techniques used in measurements; with the construction and use of different types of objective tests; and with standard tests in the several fields, their uses as related to instruction, and the criteria for their evaluation. Laboratory work in scoring papers, in tabulating, recording and graphing, and in the interpretation of the test results are considered an integral part of the course.

Visual Education

1 semester hour credit

This is a core course required of all students before a permanent certificate will be granted by the Commonwealth of Pennsylvania. Its purpose is to prepare teachers to know how and when to use visual and other sensory aids. Techniques for the use of the various visual-sensory aids will be stressed.

Evolution of the American Public School

2 semester hours credit

This course presents a study of the European influence on early American education; a development of the various types of schools and their modifications as influenced by educational movements at home and abroad; and the leaders connected with these movements. Special attention will be given to the development of the Pennsylvania system and its present organization.

Ethics

3 semester hours credit

The purpose of this course is to aid prospective teachers in the formulation of concepts of high standards of conduct in relation to all phases of life. The course will be introduced by a brief consideration of the historical development of ethics, followed by giving careful thought to numerous phases of individual, social, political, economic, and professional conduct. Special emphasis will be given to the study of the professional ethics of teaching. Various codes and articles will be carefully analyzed.

Curriculum Materials, Selection, and Adaptation 3 semester hours credit

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educative experiences. It aims also to teach him through guidance in his planning and teaching, how to organize, motivate, and carry out these experiences in child learning. The course is given concurrently with student teaching.

Student Teaching

12 semester hours credit

Each student is required to teach full time for one semester. The teaching is done in the Laboratory and Demonstration School, and in the co-operating public schools under college supervision. A gradual induction into the process of teaching is given by supervising teachers. The student is expected, as a result of the course, to be able to take complete charge of a teaching position and to adjust to the school system in which he may teach after graduation. See page 25 for eligibility requirements.

**REQUIRED COURSES FOR ELEMENTARY
EDUCATION STUDENTS****Teaching of Reading**

3 semester hours credit

This course includes a study of the historical background; the application of the psychology of learning; research; selected systems of reading; measurement; and specific objectives and methods at each specific level. Many observations are made in the Laboratory School. The course is a prerequisite to student teaching and should follow three hours, preferably six, of psychology.

Early Childhood Education

3 semester hours credit

The course in early childhood education has the following objectives: to develop an appreciation of the importance of maturation and development upon education in the first eleven years and the advancements which have been made; to show the value of experience as a basis of growth; to provide an understanding of the value of organized knowledge used in relation to recognized needs; to place emphasis on the importance of providing a proper environment where children may be happy and undisturbed in natural growth and where the educative process has favorable opportunity for functioning.

Children's Literature and Story Telling

3 semester hours credit

This course is planned to give elementary teachers a thorough knowledge of the materials which will introduce children to the emotional and historical experience of the race included in its literature. Some of the knowledges, skills, and techniques the prospective teacher should possess are: knowledge of children's interests in books at various levels of development; some ability to judge a book for its merits and its appeal to children; acquaintance with the various sources of books—lists, information, bibliographies, etc.; wide reading of books suited to the various levels; ability to tell or read a story or poem to children acceptably; techniques of building children's interests and for helping children gain in appreciation to the end they may come to prefer books of increasingly higher quality.

REQUIRED COURSES FOR SECONDARY EDUCATION STUDENTS

Problems of Secondary Education 2 semester hours credit

This course involves a consideration of the practical problems of development, organization, and management as they affect the secondary-school teacher at work. Prospective high-school teachers should be familiar with the problems in education which are peculiar to children at the secondary level. The course will consider in detail such problems as disciplinary situations, student participation in school control, the changing curriculum, extra-class activities, marks and marking, etc.

Guidance 2 semester hours credit

This course presents the need for and the nature of guidance in the secondary school together with the concepts, kinds and methods of guidance. The use of tests in guidance is demonstrated by a battery of tests administered to members of the class. Emphasis is placed upon the functional aspects of guidance in educational and vocational fields; in personal, social and civic development; and in recreational and health habits. The three-fold function of the course aims at guidance, education for competence, and placement. Prerequisite: Educational Measurements.

ELECTIVES

Adolescent Psychology 2 semester hours credit

This course is a study of research and the conclusions to be drawn therefrom in the areas of personality, emotions, social adjustment, character development, problems of morality and religion, attitudes, interests, home adjustments, school adjustments, and mental hygiene. General psychology is a prerequisite.

Child Adjustment 3 semester hours credit

This course involves five phases of study: the psychological bases of behavior and adjustment; the forms or patterns of adjustment and maladjustment; personality traits and their measurement, together with a study of the factors conditioning personality development and integration; the principles and procedures of positive mental hygiene; and the functional application of these principles to classroom situations and problem cases. This course is designed especially for the student of the elementary curriculum. Readings, reports, case studies, institutional visitations comprise the work. Prerequisites: General Psychology, Educational Psychology.

Child Psychology 3 semester hours credit

This course purposes to study the child as a behaving and maturing organism; to acquire information as to the origins and beginnings of child behavior and the patterns whereby such behavior becomes manifest

in the course of development and learning; to gain a functional knowledge of childhood behavior and activities which per se are both scientifically interesting and meaningful; to gain a mastery of those facts and principles which will aid in a better understanding of many later adult problems and dynamisms, a knowledge of which should not only render the child's educative process more significant but lead to his greater happiness and progress as well; and to apply the principles of learning to the child's educative process. Observations of children and case studies are made. Prerequisites: General Psychology; Educational Psychology.

Civic Education

3 semester hours credit

The purpose of this course is to give the prospective elementary teacher a comprehensive understanding of present-day civic problems, a well-formulated philosophy of civic education, and a knowledge of materials of instruction and methods of procedure in civic education.

Diagnostic and Remedial Instruction in Reading 3 semester hours credit

The fundamental objectives of this course are to enable the classroom teacher adequately to diagnose reading disabilities and to apply proper corrective procedures. The nature of the reading process and the methodology of reading instruction are presented in relation to the causes and the prevention of reading difficulties. Group tests of achievement and capacity and individual diagnostic tests and instrumentative techniques are demonstrated through actual disability cases. Emphasis is placed upon case studies in both diagnosis and remediation. Each student is required to do individual testing. Techniques for diagnosing both silent and oral reading are presented and causes of difficulties investigated. Basic principles, materials, and organization for remedial reading are considered in their relation to effective teaching. Prerequisites: The Teaching of Reading, Educational Measurements.

Mental Hygiene

3 semester hours credit

The fundamental purpose of this course is to gain an understanding of the ways and means of individual orientation toward human happiness and adjustment. It endeavors to develop a background for the study of human conduct and to gain an understanding of the foundations of human behavior as to their origins and modifications. This course is designed especially for students in secondary education, business education, art, music education, and home economics who desire further insight into the problems of the adjustive process. Prerequisites: General Psychology; Educational Psychology.

Philosophy of Education

2 semester hours credit

In this course an effort will be made to develop attitudes toward educational and social problems. Modern theories of education will be considered as to their historical development; their foundation in science and philosophy; their basis in social, economic, political, and educational conditions; and their implications for school practice with special reference to curriculum, method, administration, and supervision.

Special Education

3 semester hours credit

The purpose of this course is to gain a functional understanding of the various types of psychological and sensory deviates, theoretical and practical, both as concerns the genesis of their adjustment processes and patterns of behavior; their treatment and management; and the guiding principles and laws for their instruction and rehabilitation. The general content involves a study of the principles underlying the treatment, management and instruction of the several types of children as concerns special education and the review of case studies as illustrative procedures. Prerequisites: General Psychology, Educational Psychology, Child Psychology.

THE PSYCHO-EDUCATIONAL BUREAU

The purpose of the Psycho-Educational Bureau is to aid the public and private schools of the service area, the College Laboratory and Demonstration School and the students of the College in the diagnosis and prognosis of difficulties, in the follow-up programs of testing, and in the setting-up of remedial measures. It is specifically concerned with individual and group intelligence testing, the measurement of educational achievement, discernment of special abilities and disabilities, testing the sensory functions, the determination of levels of adjustment and the diagnosis of personality integration, diagnosis and remedial treatment of speech problems, and guidance and counseling of college students.

A special function of this Bureau is to aid college students who are below standard in their reading ability. This is done through individual instruction.

Practicum in Psychological Clinic

Variable Credit

It is the purpose of this course to offer preparation in clinical practice and techniques to those individuals who desire the basic preparation in the special fields of testing. In general, the work involved will include case studies; giving, scoring, and interpreting tests; personality inventories; and the use of clinical instruments. Specifically, the areas offered are: mental tests, personality inventories, aptitude tests, diagnostic achievement tests, and interest inventories.

ENGLISH

RHODES R. STABLEY, *Head of Department*

HELEN F. EGLESTON

CARLETON C. JONES

RUTH KNOWLES

LOUISE ANDERSON MACDONALD

CARRIE BELL PAPKS NORTON

REBA NILES PERKINS

EDNA LEE SPROWLS

MARGARET I. STITT

Through its core courses required of all students, the English Department offers service to the whole college. Individual students who are especially weak in English mechanics are afforded the additional opportunity of remedial work in the English Laboratory. By regular attendance at the Laboratory a student may maintain and improve his language skills; or by occasional attendance he may secure help in a temporary difficulty.

Because of the need of good English usage on the part of teachers of all subjects, candidates for student teaching are required to reach a satisfactory standard in both oral and written expression. (See page 25.) At the end of the sophomore year, therefore, a general English examination is given to all students to determine their competency in these matters.

Students who wish to be certificated as English majors are required to obtain twenty-four semester hours credit in this field. To be certificated as a minor in English a student must have eighteen semester hours credit. However, these are in a sense minimum requirements. Anyone who is seriously interested in teaching English in the secondary school should have a much wider background than the minimum requirement alone generally makes possible. Furthermore, most universities require at least thirty hours of undergraduate work in English as prerequisite to graduate study for the Master's degree.

The English Department recently added to the teaching staff a specialist in speech correction. Individual attention is now given to those students with specific speech difficulties. Different forms of hesitancy, inaccuracy, and inadequacy are discovered and remedied before students are recommended for teaching positions.

To meet a growing need in the public schools, Indiana is now authorized to offer Speech education, with two types of certification: Speech, on the basis of 18 semester hours; or Speech Correction, on the basis of 24 semester hours. Students in the elementary curriculum, by utilizing their free electives, may add Speech to their certificates or by additional work may become speech correctionists. In the secondary curriculum students may select Speech or Speech Correction as a field of concentration.

CORE COURSES*Speech**

3 semester hours credit

This course is designed to give students training in the fundamentals of oral expression. The work of the course is presented according to the following series of units: voice, diction, phonetics, posture, original speech-making, interpretative reading, play production, and parliamentary practice. The play-production unit involves extra-curricular projects also.

English I

3 semester hours credit

This course is primarily an introductory course in composition, although attention is also given to the student's reading habits, interests, and skills. The work of the course is built mainly around the following five types of activities: seeing clearly persons, objects, and ideas; learning words and using them sensitively; diagnosing oneself for individual errors and learning how to correct them; writing original compositions; and developing good reading habits.

English II

3 semester hours credit

This course is a continuation of English I. Here, however, in addition to the kinds of activities pursued in the preceding course, considerable attention is given to the writing of long papers. Such problems as the following are given especial consideration: collecting authoritative material; arriving at defensible generalizations; treating evidence without bias; arranging and presenting pertinent data in an orderly manner.

Prerequisite: English I.

Literature I

3 semester hours credit

This course is designed to help students read more widely and more enjoyably; to understand and evaluate what they read; to discover the ethical and social implications of literary products; and to develop more discriminating tastes. Although the principal content of the course is selected largely from contemporary British writing, students are encouraged to read independently, to discover literary preferences, and to establish satisfactory habits of leisure reading for the future.

Literature II

3 semester hours credit

This course is designed to help students read more intelligently in the field of American literature. The materials of the course are selected from the whole range of our national literature, but especial emphasis is placed on contemporary literature as it tends to reflect and interpret contemporary American life. An attempt is made to give students as wide a reading experience as possible and to stimulate in them the desire for continued acquaintance with American literature. Prerequisite: Literature I.

COURSES RECOMMENDED FOR MAJORS AND MINORS

In addition to the core courses listed above, students desiring certification in English ought also to elect the two courses described below—Advanced Composition and English Philology. The English Department will not recommend for certification any student who does not have credit for these two courses. Permission to register for these courses must be obtained from the head of the department and will be granted only to students who have already made a satisfactory record in the core courses. Students who have received grades below C in English should not attempt to pursue advanced courses in this department.

Advanced Composition

3 semester hours credit

This course is an advanced course in writing and is not in any sense remedial in nature. It includes, in addition to much free writing, a careful consideration of the following problems; writing as an art, self-criticism as a basis for self-improvement in writing, techniques of report writing, and requirements of professional letters. Prerequisites: English I and II, Literature I and II, and permission of the head of the department.

English Philology

3 semester hours credit

This course is designed to give students an understanding of the technical aspects of modern English grammar and usage. It includes the following topics important to prospective teachers of English: history of the English language, derivations, dictionary study, vocabulary building, techniques of linguistic research, factors determining acceptable usage, relation of phonetics to pronunciation, relation of phonetics and syllabification to spelling, factual grammar as an organized body of knowledge, and teaching methods appropriate to the presentation of grammar from its instrumental or functional aspects. Prerequisites: English I and II, Literature I and II, and permission of the head of the department.

ELECTIVE COURSES

Journalism

2 semester hours credit

This course is divided equally between fact-gathering and actual apprenticeship in all processes of producing a school paper. The factual content of the course, beside the immediate knowledge needed for participation in publication, includes a consideration of journalistic styles, newspaper standards, safeguards for the freedom of the press, types of newspaper humor, methods of judging biased news, newspaper ethics, and practical problems of financing school papers. No prerequisites; not open to freshmen.

Contemporary Poetry

2 semester hours credit

This course is planned to acquaint students with the best work of such contemporary British and American poets as Hardy, Houseman,

Yeats, Noyes, "AE," De La Mare, Masfield, T. S. Eliot, Robinson, Frost, Sandburg, Lindsay, Teasdale, Millay, Jeffers, and MacLeish; and of the older poets, Walt Whitman and Emily Dickinson, since they also reflect the modern spirit. The subject of how poetry should and should not be read and studied, consideration in relation to what is liked and disliked by children, is also fully discussed and demonstrated. Only such historical, biographical, and technical matters are dealt with as contribute definitely to an appreciation of the poets read. Prerequisites: English I and II, Literature I and II.

Novel

3 semester hours credit

This course includes the rapid reading of many novels and the detailed reading of a few to discover changes, tendencies, contributions, and developments. The main purposes of the course are three: to develop discrimination, to formulate bases for criticism, to interpret present-day literature in terms of its historical antecedents. Prerequisites: English I and II, Literature I and II.

Short Story

3 semester hours credit

This course presents a study of the short story as a distinctly modern form of expression. The materials of the course are drawn largely from the work of contemporary writers. Particular attention is given to the nature of the subject matter, the techniques, and the ideas employed. Sufficient attention is also devoted to the history of the short story to enable the student to understand its latest developments. Prerequisites: English I and II, Literature I and II.

Pre-Shakespearean Literature

2 semester hours credit

This course is concerned with a study of the more important English literature from *Beowulf* to Shakespeare, with especial emphasis on the works of Chaucer and Spenser. Because of the archaic quality of the literary diction and subject matter of this period, about one-half of the work of the course is devoted to an intensive study of the development of the English language from its Anglo-Saxon beginnings to the close of the sixteenth century. Prerequisites: English I and II, Literature I and II.

Shakespeare

3 semester hours credit

This course includes a careful analysis of a few selected comedies, tragedies, and chronicle plays; a reading and discussion of many others; and a brief historical survey of the Elizabethan age sufficient to provide background for an understanding of Shakespeare's work generally. Prerequisites: English I and II, Literature I and II.

The Romantic Period in English Literature

3 semester hours credit

This course is primarily a study of the works of Wordsworth, Coleridge, Byron, Shelley, Keats, Scott, and Lamb. The specific materials of the course are selected in terms of what would seem to be of most value to the general reader in understanding the social, philosophical, religious, artistic, and intellectual problems of the period. Prerequisites: English I and II, Literature I and II.

Victorian Poetry and Prose

3 semester hours credit

This is a course of intensive reading in the literature of the Victorian period, with enough study of its complex background to interpret the work of such writers as Carlyle, Ruskin, Huxley, Newman, Arnold, Tennyson, and Browning. Emphasis is placed, not so much on the literary art of these writers, as on the philosophical implications which their work holds for the present age. Prerequisites: English I and II, Literature I and II.

Modern Drama

2 semester hours credit

This course includes a wide reading of important modern dramas, together with a brief survey of the historical development of dramatic literature from its earliest beginnings to the present time. Throughout the course attention is directed to typical materials which are especially appropriate to reading and producing in junior and senior high schools. Story materials for dramatizing and methods of producing plays in schools, classrooms, and community theatres are also presented and evaluated. Prerequisites: English I and II, Literature I and II.

The Essay

3 semester hours credit

This course is concerned with a study of noteworthy essays of the past and present. The content of the course is selected principally from British and American writings, but important foreign writings are also included whenever they can be obtained in acceptable translations. The course also affords students an opportunity to enrich their own creative experiences by the occasional writing of familiar essays. Prerequisites: English I and II, Literature I and II.

World Literature

3 semester hours credit

This course requires the extensive reading of foreign literature in translation, chiefly from European and Oriental countries, with especial emphasis on the work of modern writers. Such early classics as are needed to form a background for the understanding and appreciation of the literatures of other countries are also read and discussed. There is a loose grouping of the course materials by nationalities so as to make possible a study of common problems, temperaments, and literary characteristics. Prerequisites: English I and II, Literature I and II.

The Eighteenth Century in English Literature 3 semester hours credit

This course covers such representative works as best reflect the prevailing characteristics of literary thought and form in the eighteenth century. Such writers as Addison, Steele, Dryden, Pope, and Johnson are studied as expressing the outstanding social, political, and artistic movements of the period. Prerequisites: English I and II, Literature I and II.

Radio in Education

2 semester hours credit

This course is designed to give students a better understanding and appreciation of the possibilities of radio in education. Emphasis is given to the development of effective radio techniques both in the matter of classroom listening and in the matter of studio production. Radio performing, announcing, and script writing are integral parts of the course, with practical workshop experience provided through regular broadcasts over Radio Station WHJB, Greensburg, directly from the campus studio. No prerequisites.

Photoplay Appreciation

1 semester hour credit

This course treats the motion picture as a contemporary art form with especial significance for the English area. The various aspects of screen production—story selection, plot development, directing, acting, settings, photography, sound, etc. are all thoroughly discussed for the purpose of developing standards, improving taste, and stimulating the critical powers of the student. Since a unit in motion-picture appreciation is included in the state course for high schools, this course also prepares the teacher to handle similar work with high-school students. No prerequisites.

The Teaching of English

3 semester hours credit

This course covers the teaching of composition in the elementary grades. Constant contact with the Laboratory School gives abundant observation of principles in action, with opportunity for participation under expert guidance. The materials of the course include: the results of recent research in language and creative activities; the study of outstanding elementary curricula; and the application of teaching principles to units of work prepared by the student himself. Prerequisites: English I and II, Literature I and II.

Recent Trends in the Teaching of English

3 semester hours credit

This course is designed to give a survey of contemporary methods of teaching composition in secondary schools. It is given a continuously practical emphasis by means of its close relationship to the work of the Laboratory School, which provides for constant observation and participation in a real classroom situation. The materials of the course include a study of research in usage and minimum essentials, sources of composition materials, methods of teaching creative writing, and suggestions for handling socially useful activities in speech and communication. Prerequisites: English I and II, Literature I and II.

Recent Trends in the Teaching of Literature

3 semester hours credit

This course is designed to give a survey of contemporary methods of teaching literature in secondary schools. Like the preceding course, it is closely related to the work of the Laboratory School through constant observation and participation. Materials of the course include a study of the scientific basis for extensive reading, remedial reading for

junior and senior high schools, and the selection and presentation of literature suitable for different types of students. Prerequisites: English I and II, Literature I and II.

SPEECH AND SPEECH CORRECTION CURRICULA

The speech curriculum has been added primarily to train teachers to speak well. Those who wish to study speech, to teach it and coach speech activities, can now meet the requirements for certification either in the elementary or secondary curriculum.

Speech Clinic is offered for service to those students in college who need help in correcting dysphemia, dyslalia, and many other functional disorders. For those students majoring in speech, methods in clinic technique will be presented. The clinic is given with the full co-operation of the Psycho-Educational Bureau in the new Laboratory School.

SPEECH CURRICULUM

REQUIRED OF ALL FRESHMEN

	<i>Clock Hours</i>	<i>Semester Hours</i>
Fundamentals of Speech	3	3

(This course may not be counted in the 18-hour minimum required for certification)

REQUIRED FOR ELECTIVE FIELD IN SPEECH

Speech Problems	3	2
Play Production	3	2
Interpretative Reading	3	2
Phonetics	2	2

ELECTIVES

In addition to the required courses listed above, a minimum of 10 hours will be elected from the following:

Community Dramatics and Pageantry	3	2
Stagecraft and Scenic Design	4	2
Costuming and Make-up	3	2
Creative Dramatics	2	2
Psychology of Speech	3	3
Speech Pathology	3	3
Speech Clinic I	4	2
Speech Clinic II	4	2
Argumentation and Debate	2	2
Voice and Diction	2	2

SPEECH CORRECTION CURRICULUM

The completion of twenty-four semester hours of approved courses in speech correction in accordance with the following distribution is necessary:

COURSES BASIC TO ALL SPECIAL CLASS CERTIFICATION

6 semester hours

	<i>Clock Hours</i>	<i>Semester Hours</i>
*Psychology or Education of Atypical Children	3	3
Diagnostic Testing and Remedial Teaching	3	3
Mental Hygiene	3	3

COURSES DEFINITELY APPLICABLE TO THE PRACTICE OF SPEECH CORRECTION

9 semester hours

*Speech Problems	2	2
*Speech Clinic (including Clinical Practice)	2	2
*Psychology of Speech	3	3
Phonetics	2	2
Special Methods in Speech Correction	3	3
Speech Pathology	3	3

SPEECH CORRECTION ELECTIVES

9 semester hours

Clinical Psychology	3	3
Mental Tests (group)	3	3
**Mental Tests (individual)	3	3
**Speech Clinic (advanced)	2	2
Voice and Diction	2	2

Any excess in the first and second group may be applied in the third group.

* Must be selected within these groups.

** Preferred electives.

In Teachers Colleges approved for the education of speech correctionists, students pursuing the four-year elementary curriculum may elect speech correction as outlined above and omit specialization in kindergarten-primary, intermediate or rural. On the satisfactory completion of the basic elementary curriculum and seventeen semester hours in speech correction, the student will receive the bachelor-of-science in education degree with certification in the elementary field. On the satisfactory completion of the twenty-four hours in speech correction, the student will receive certification as a speech correctionist.

FOREIGN LANGUAGES

EDWARD W. BEGHILER, *Head of Department*

The objectives of the Department of Foreign Languages are two-fold: the preparation of teachers in the various language fields; and the presentation of those languages, and the cultures they represent, to the non-specialist who wishes to broaden his general education by some immediate contact with them.

In recognition of this double function the basic courses in the elementary and intermediate areas of Spanish and French are designed primarily for the general student. In them the central objective is the attainment of a maximum reading ability. The formalities of grammar are reduced to their functional minimum; oral drill serves to ensure a fairly accurate pronunciation and to encourage automatic response to recurring basic phrase-units. In advanced courses sufficient attention is given to those mechanics of the language necessary for its active use to afford adequate preparation of the prospective teacher; here, also, grammar is presented functionally through the medium of constant free composition. These courses are conducted so far as possible in French or Spanish.

The Department of Foreign Languages attempts to correlate its work in Spanish especially with the Departments of Music Education, Business Education, Art, and other courses that present cultural phases of Hispanic America.

A student majoring in a language must have a minimum of 24 semester hours in that language—18 hours as listed under recommended courses and 6 hours chosen from electives. A student minoring in a language must have as a minimum the 18 hours of required work. If possible, a language major should have at least the elementary work in a related language. Electives will be offered as occasion demands.

FRENCH

COURSES RECOMMENDED FOR MAJORS AND MINORS

French I and II (Elementary French) 3 semester hours credit each

French III and IV (Intermediate French; 19th Century
and Contemporary French Prose and Poetry)

3 semester hours credit each

This lower division sequence I-IV covers the essentials of the language, and should lead to the acquisition of sufficient vocabulary to permit facile reading of standard modern French. Reading material is chosen, in part, on a basis of social content, and affords an introductory survey of French history and civilization; additional collateral readings in English. Literary readings will be chosen on a basis of interest and pedagogical merit from 1850 to the present time.

Students who present one year of high-school French should take French II; those who present two years of high-school French should take French III.

French V (Seventeenth Century French History and

Literature)

3 semester hours credit

This course offers a survey of the main currents of the literary history of France, with stress on the eighteenth and the first half of the nineteenth centuries. Consideration is given to social and political trends.

French VI: (Seventeenth Century French History and

Literature; Composition)

3 semester hours credit

This is a study of the development of the classic spirit in literature with consideration of its implications in relation to French national character. On the linguistic side, this course presents an organized survey and review of the essentials of French grammar.

LATIN

COURSES RECOMMENDED FOR MAJORS AND MINORS

Latin I (Ovid and Virgil)

3 semester hours credit

The course includes study through lectures, references, and discussion of the place of Latin culture in the modern world; reading from the works of Virgil and Ovid; and study of essential vocabulary and grammar to facilitate reading.

Latin II (Livy)

3 semester hours credit

This is a study of the development of Graeco-Latin culture and its environment which includes reading of part of Livy's History of Rome, with simple composition based on the content of the lectures and reading text as an aid in mastering grammar.

SPANISH

COURSES RECOMMENDED FOR MAJORS AND MINORS

Spanish I and II (Elementary Spanish)

3 semester hours credit each

Spanish III and IV (Intermediate Spanish)

3 semester hours credit each

The objectives and methods of these course sequences parallel those of Elementary and Intermediate French I-IV.

Spanish V (The Nineteenth Century in Spain and Latin America)

3 semester hours credit

This course aims to present a coherent survey of the literary history of the nineteenth century, with due consideration of the social factors and events underlying it.

Spanish VI (Survey of Spanish and Latin-American Literature from the Origins to the Nineteenth Century)

3 semester hours credit

This is a survey of the main currents of the literary history of Spain and Latin America, with stress on the seventeenth century in Spain.

GEOGRAPHY

LAWRENCE C. DAVIS, *Head of Department*

PAUL H. BOYTS

NORAH E. ZINK

The geography department at Indiana maintains two curricula. One is arranged to provide geography majors and minors in the secondary education field with the knowledge, skill, and ability to present geographic education at the secondary level. The second curriculum offered principally for primary and intermediate students, is planned and executed to give students in those curricula the fundamentals of knowledge and skill necessary to present to young children the understandings of peoples so necessary for peace and progress. Principles of Geography and Economic Geography are fundamental to both curricula, while Geography of United States and Canada, Geography of Latin America, Conservation of Natural Resources, and Geography of Pacific Realm are taught especially for either secondary or elementary students in classes where attention is given to the particular needs of each group. Electives—Field Geography, Climatology and Meteorology, Conservation of Natural Resources, and Geography of Pennsylvania are offered to enrich the geography curriculum.

Twenty-four hours of work are required for a geography major and eighteen hours for a geography minor.

The geography work includes lectures, assigned readings, class discussions, and conferences. Much of the work however consists of individual and group laboratory projects, field trips, field work, and observation work in the Laboratory School.

*CORE COURSES

Principles of Geography

3 semester hours credit

This is an introductory course in which is developed an understanding of geography as the science of interrelationships between man and his natural environment through a study of world patterns of human occupancy and related patterns of soil, climate, vegetation, topography, and mineral resources.

Economic Geography

3 semester hours credit

This course develops an understanding of world patterns of producing and consuming regions, world-trade movements, population distributions, national aggregations, and the related natural factors, thus furnishing a background for the study of regional geography and for teaching geography. Prerequisites: Principles of Geography.

The core courses are required as prerequisites for all other courses, except by special arrangement.

* Courses required in the Elementary and Secondary Education curricula.

COURSES RECOMMENDED FOR MAJORS AND MINORS

Geography of the United States and Canada 3 semester hours credit

This course provides an intensive study of (1) the geographic regions of these two countries, (2) the political units, (3) the interrelationships between these sections and other parts of the world.

Geography of Latin America 3 semester hours credit

This is a study of regional adjustments to the natural environmental factors in Middle and South America, with special emphasis on Pan-American relations and understandings.

Geography of Europe 3 semester hours credit

In this course an intensive analysis and investigation of the natural, political, and economic regions of Europe goes forward concurrently with an investigation of the position of Europe in world affairs.

Geography of the Pacific Realm 3 semester hours credit

This course is an intensive investigation of the natural factors functioning in the geographic, economic, and political regions of Asia, Australia, and the Islands of the Pacific in the light of their function in the evolution of national and economic problems.

ELECTIVES FOR ELEMENTARY STUDENTS

United States and Canada (Elementary) 3 semester hours credit

In this course a study is made of the distribution of people, the patterns of land utilization, and the reasons for both of these in the United States and Canada. Human-use regions form the basis of study, and an understanding is gained of these two countries.

Geography of Pacific Realm (Elementary) 3 semester hours credit

This course comprises a study of the human-use regions of Europe and Asia in which the relationship between man's activities and his natural environment is shown. Other items, such as the standard of living, cultural traits of the people, etc. are considered in their relation to man's activities.

In both the above courses special attention is given to the needs of elementary teachers in the matters of unit organization, selection of materials, and teaching techniques in geographic education.

Conservation of Natural Resources (Elementary) 3 semester hours credit

This course considers the natural resources of our country, the present use of them and means for conserving or increasing them. Special attention is given to conservation problems adapted to study in the elementary school. Field trips are taken, units are written, and materials are collected.

ELECTIVES

Climatology and Meteorology 3 semester hours credit

This course is a systematic study of climatic phenomena and of world climatic regions. It includes a study of the United States Weather Bureau and its work. Elementary weather forecasting is done by the group. A co-operative weather station is operated by the class. Experience is given in securing, organizing, and interpreting climatological materials.

Physiography 3 semester hours credit

This is an intensive study of the major physical features of the earth and their relation to human life.

Conservation of Natural Resources 3 semester hours credit

This is an intensive study of the extent, variety, and utilization of our natural resources, and of methods of conservation. The work includes guided individual and group experiences in collecting, organizing, and teaching conservation material; and field trips in nearby districts.

Commercial and Industrial Geography 3 semester hours credit

This course has for its major aims the development of geographic concepts of the bases of modern industry and commerce.

Trade and Transportation 3 semester hours credit

This course makes a survey of the geographic bases for types, amounts, directions, and interrelations of the world's trade and transportation.

Geography of Pennsylvania 2 semester hours credit

This course is a study of the major work activities of Pennsylvania from the standpoint of geographic planning. It considers, also, the relation of Pennsylvania to the United States and the rest of the world, and the work and population patterns of the state in relation to present and future resources. The work includes Laboratory School and college classroom experiences in preparing and teaching the Geography of Pennsylvania.

Techniques and Materials in Modern Geography 3 semester hours credit

This course is an intensive study of modern techniques, geographic materials, and current curricula in geography.

Course in Field Geography 3 semester hours credit

In this course an intensive field study of a small area near Indiana is made. It gives the foundation for subsequent independent investigations and for teaching field geography in high schools. The work consists of individual field work followed by group activity in the collection, organization, and presentation of geographic results.

Reconnaissance Field Studies in Geography 3 semester hours credit

These courses provide for actual field investigation of selected geographic regions. Opportunities are provided for travel study based on the use of accepted techniques for field investigation. Group field study is made, using accepted techniques, followed by individual written reports.

HEALTH AND PHYSICAL EDUCATION

GEORGE P. MILLER, *Head of Department*

LENA ELLENBERGER

MALINDA HAMBLIN

KATHERINE GRIFFITH

MAUDE McDEVITT

ESTHER SNELL

ROBERT TIMMONS

The Physical Education Department conducts classes in health education and the teaching of health and organizes the physical-education activities, intramural sports, and varsity athletics. A very comprehensive range of activities is provided in this department to meet the individual needs of the students. We believe that human joy and happiness are synonymous with health and physical education. Learning to take care of our bodies and to participate in games with others are our major objectives.

HEALTH EDUCATION

The new curriculum uses the term Health Education to include both the activity courses and the personal and community hygiene courses prescribed for freshmen. The introductory courses present the basic knowledge essential to healthful living and also develop familiarity with the fundamentals of rhythmic activities and the fundamental skills needed for successful participation in individual and team sports. All students take one year of these prescribed activities, adapted to their needs and capacities.

Health Education I (Physical Education and Personal Hygiene)

2 semester hours credit

The purpose of the course is to incorporate the theory of health with the practice of it. This course includes: (1) follow-up work after the entrance medical examination in the fall, (2) the study of individual health habits and attitudes, and (3) problems of personal and community health, and personal hygiene.

Health Education II (Physical Education and Personal Hygiene)

2 semester hours credit

This course logically follows Health Education I. Follow-up work in hygiene is continued, i.e., any physical defects that were not overcome in the first semester receive attention. The major emphasis, however, is placed on home, school, and community aspects of health. Music students take Eurythmics.

Teaching of Health

2 semester hours credit

This course acquaints the student with the essential facts that children of the elementary and secondary schools need in order to develop the habits, attitudes, and knowledge necessary for healthful living. Instruction is given in the proper examination of the eyes and ears of school children. Demonstrations of the use of the audiometer and other equipment employed for these purposes are given in the psychological clinic.

Tuberculin Test. For the last four years the tuberculin test has been given to entering freshmen and made available for such upper classmen as were interested in taking advantage of this scientific method of early diagnosis of a preventable disease. This test is now a regular requirement for the entering freshman class. The State Department of Health conducts these tests free of charge.

PHYSICAL EDUCATION ACTIVITIES**Physical Activities**

No credit

As a requirement for graduation all students must participate in physical activities each semester, except when taking a prescribed physical-education course or when doing student teaching.

To satisfy this state requirement an elective program of physical activities has been inaugurated as follows: individual sports, rhythmic activities, club activities, men's intramural program, Women's Athletic Association intramural program, and varsity program.

Physical Activities II 1 and II 2

1 semester hour credit each

These courses, which are required of all Home Economics students, comprise floor work and swimming. Students must pass a test in swimming before securing credit.

Individual Sports. These activities include swimming, golf, archery, tennis, badminton, bicycling, winter sports, and other minor games for women and men, and in addition to the above, boxing and wrestling.

Clubs. Any of the above sports may be organized and participated in by groups or clubs.

Rhythmic Activities. These courses give opportunity to select a dancing activity in which the student has keen interest or specific ability. Social, Clog, Tap, and Folk Dancing are offered for both men and women. Backgrounds of the Modern Dance and Modern Dance Forms are offered to women only.

Men's Intramural Sports. A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. This group offers all men students a chance to learn the fundamentals of major sports, and, through participation, makes available to large numbers of students, the physical, mental, and social benefits that come from

organized team play. The program has been expanded to meet the needs of the new curricula in the College, so that fall, winter, and spring sports are now available. The program includes the following sports: archery, badminton, basketball, boxing, cross country, football (six-man, and touch), handball, horseshoes, outdoor winter sports (skiing, tobogganing, and skating), ping pong, rifle, soccer, softball, speedball, swimming, tennis, track, volleyball, and wrestling. Intramural Sports Days were introduced several years ago. These not only broaden the scope of the program but also afford the students the educational opportunity of seeing another college in action.

Women's Intramural Sports. The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Varsity Athletics. Clean, wholesome athletic rivalry has a very vital place in the training of teachers. It provides opportunity for the man of exceptional ability to utilize his skill. He represents the College in intercollegiate competition. Through the contacts, adjustments, and sacrifices necessary during his training period and in the games, his educational vision is broadened. Varsity athletics also provide a rallying point around which students, faculty, alumni, and friends express their loyalty and support for their Alma Mater. Varsity teams in football, basketball, baseball, tennis, track, wrestling, boxing, riflery, and swimming have been organized.

MATHEMATICS

JOY MAHACHEK, *Head of Department*

LEROY H. SCHIFFL

A student majoring in mathematics must have a minimum of 24 semester hours in mathematics—18 hours as listed under recommended courses and 6 hours chosen from the electives. A student minoring in mathematics must have as a minimum the 18 hours of required work. It is important for the student to take the courses in the sequence listed below, beginning with College Algebra in the second semester of the freshman year.

COURSES RECOMMENDED FOR MAJORS AND MINORS

College Algebra I

3 semester hours credit

This is the first course in pure mathematics and includes the study of fundamental operations, factoring and fractions, exponents, functions and their graphs, linear, quadratic, and systems of equations, proportion and variation, progressions, mathematical induction, logarithms, simple determinants, permutations and combinations.

Trigonometry

3 semester hours credit

This course provides a background for advanced work in mathematics and for teaching secondary mathematics, as well as the mathematical equipment necessary in the sciences. It includes a study of indirect measurement through the solution of triangles and of trigonometric analysis through the relationships between trigonometric functions. Prerequisite: College Algebra I.

Analytical Geometry

3 semester hours credit

This course analyzes geometry by applying the algebraic techniques. The major topics considered are Cartesian co-ordinates; properties of the straight line, circle, parabola, ellipse, and hyperbola; tangents; polar co-ordinates; transformations; and loci. Prerequisites: College Algebra I and Trigonometry, except by special arrangement.

Differential Calculus

3 semester hours credit

This course includes the functions, limits, rules of differentiation, general theorems of differentiation, maxima and minima, successive differentiation, applications of the derivatives to physical problems, and partial differentiation. Prerequisites: College Algebra, Trigonometry, and Analytical Geometry.

Integral Calculus

3 semester hours credit

Integral Calculus includes the study of rules for integrating standard forms, the definite integral, integration, formulas, methods of integration, integration as the limit of a sum, multiple integration, and applications to physical problems. Prerequisite: Differential Calculus.

Statistics

3 semester hours credit

The course covers the use of graphs, frequency distributions, averages, measures of central tendency and dispersion, sampling, correlation, curve-fitting, the point binominal, and the normal curve. Emphasis is placed on development of formulas, as well as on skill in using them. Prerequisite: Differential Calculus.

ELECTIVE COURSES**History of Mathematics**

3 semester hours credit

The purposes of this course are: to develop a knowledge of the growth of mathematics through the centuries and of the men who contributed to it; to provide an enriched background for students preparing to teach mathematics; and to serve as an integrating course for units of mathematics previously taught. Prerequisite: Analytical Geometry

College Algebra II

3 semester hours credit

This is a second course in Algebra designed to develop a knowledge of the algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and biquartic equations, and mathematics of investment. Prerequisite: Analytical Geometry.

Applied Mathematics

3 semester hours credit

This course includes the solution of problems selected from many fields of study. The main purpose of the course is to give the student a broad understanding of the power of mathematics in order that his teaching of secondary mathematics shall be effective.

Synthetic Geometry

3 semester hours credit

This course co-ordinates and extends the skills in geometry, presents some of the world's problems in geometry, and develops ability to make constructions of a higher order than that done in other fields of mathematics. The method of proof is extended to cover all those usually employed in mathematics.

Teaching of Junior-Senior High School Mathematics

3 semester hours credit

The major objective is to prepare teachers for the modern high-school curriculum. Units include content of curriculum, philosophy, current literature, methods of instruction, use of field instruments, unit and lesson planning, testing, grading, observation, and participation.

COURSES FOR ELEMENTARY CURRICULUM**Curriculum in Arithmetic**

2 semester hours credit

This is the first course in arithmetic for all students in the elementary curriculum. It is a study of the content of arithmetic in the elementary schools, the psychology of arithmetic, and the underlying principles and techniques in the teaching of arithmetic in the primary grades. Special attention is given to worthwhile researches, courses of study, textbooks, useful materials, testing, and the social values of arithmetic.

Teaching of Arithmetic

3 semester hours credit

This course is designed for those students who expect to teach in grades four to eight. It is a study of grade placement of arithmetic topics, modern methods of teaching arithmetic, principles to be applied in meeting the needs of individual pupils, testing programs, textbooks and other materials, social and business uses of arithmetic, and expert teaching as observed in the Laboratory School. Prerequisite: Curriculum in Arithmetic.

SCIENCE

THOMAS SMYTH, *Head of Department*

RUTH V. BRENNEMAN

BEATTY DIMIT

WILBER EMMERT

MERRILL B. IAMS

DWIGHT E. SOLLBERGER

FRED W. TRACY

The State requires a minimum of 24 semester hours for a major (or minor) in Science. The core requirement of a year in the biological-science survey course (6 hours) followed by a year in the physical-science survey course (6 hours) may be waived in favor of the general course in botany or zoology and in physics or chemistry, respectively, provided the student is majoring in science and has obtained the approval of the department head.

A major in science should be selected in the field of the biological sciences or the physical sciences. The major in biology requires a year each of general zoology (6 hours) and of general botany (6 hours) plus electives in biology to give a minimum total of 24 hours and gives certification to teach general science and biology. The major in the physical sciences requires a year of general inorganic chemistry (8 hours) and a year of general physics (8 hours) plus electives from the physical science field to give a minimum total of 24 hours and gives certification to teach general science, chemistry, and physics. A biology major may meet minimum requirements to teach chemistry and physics by taking the general chemistry (8 hours) and general physics (8 hours). A physical science major may meet minimum requirements to teach biology by taking general zoology (6 hours) and general botany (6 hours).

It is urged that all students *whose primary interest is science* attempt to achieve the following: first, that they have either a biological- or a physical-science major; second, that they meet the minimum requirements to teach in some field other than science; third, that they get the basic general courses in the field of science other than the major in order to be certificated for all high-school science. Anything beyond this could advantageously be applied in the field of greatest interest to prepare better for teaching and for graduate work.

BIOLOGICAL SCIENCE

*CORE COURSES

Biological Science I and II

6 semester hours credit

This is a course in the principles of biology. The physical basis of life, metabolism of plants and animals, and the classification of plants and animals are included in the work of the first semester. In the second semester certain special fields of biology particularly useful to the

* Courses required in the Elementary and Secondary Education curricula.

teacher are considered. These include the sense organs, nervous system, muscles, endocrine glands, heredity, eugenics and evolution. Field trips emphasizing identification of biological forms are required, 2 hours lecture; 2 hours laboratory per week.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Biological Science SD

3 semester hours credit

This is a one-semester course for students from special departments who are required to take a shorter course than the regular session course. It is a condensation of the full-year course. 2 hours lecture; 2 hours laboratory. First and second semesters.

REQUIRED COURSE FOR ELEMENTARY EDUCATION STUDENTS

Curriculum in Elementary Science

3 semester hours credit

This course in the new curriculum replaces the old nature study course and is required of elementary seniors. Based on the year of biological science and the year of physical science it takes up something of the planning and presentation of material suitable to the elementary field; requires participation in activities such as nature games, bird hikes, making of bird boxes, leaf prints and casts, nature trails, keeping of pets, and plant propagation with individual bench space in greenhouse. Attention is directed to the literature of the elementary nature or science field and to the set-up of elementary science curricula. 2 hours lecture; 2 hours laboratory per week.

REQUIRED COURSES FOR BIOLOGICAL SCIENCE MAJORS

General Botany I and II

8 semester hours credit

This course is designed to give students majoring in biology a thorough groundwork in the fundamentals of botany. During the first half of the first semester an introductory study is made of the taxonomy of ferns, fern allies, trees, and fall flowers. The remainder of the semester is devoted to a study of the structure and physiology of the seed plants. During the second semester a careful study is made of the structure and life histories of representatives of the Thallophytes, Bryophytes, and Pteridophytes. The local spring flora is studied during the latter part of the second semester. 2 hours lecture; 3 hours laboratory per week.

General Zoology I and II

6 semester hours credit

Zoology I deals with the invertebrates. The course is introduced through indoor and outdoor studies of the Arthropods. Subsequently the remaining invertebrate groups, starting with the Protozoa, are considered in hylogenetic sequence. First semester.

Zoology II concentrates on the Phylum Chordata. Scant attention is given to taxonomy (see special course), emphasis being placed on the biology of the classes. Economic relations are touched upon. The first part of the semester the laboratory studies center on the external characteristics of the vertebrates, while most of the last half is devoted to a detailed study of the frog as a generalized vertebrate. Second semester. 2 hours lecture; 3 hours laboratory per week.

ELECTIVES FOR BIOLOGICAL SCIENCE MAJORS

General Entomology 3 semester hours credit

This is an introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting and identifying of representative forms from western Pennsylvania. Summer only. 2 hours lecture; 3 hours laboratory per week.

Ecology 3 semester hours credit

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. 2 hours lecture; 3 hours laboratory per week.

Conservation of Plant and Animal Resources 3 semester hours credit

In this course attention is directed to a rich native fauna and flora, to the grave dangers threatening many species, to a consideration of the various practices that may help preserve valuable species from extermination. Prerequisite: Biological Science or equivalent. First semester. 2 hours lecture; 3 hours laboratory per week.

Systematic Vertebrate Zoology 3 semester hours credit

This course deals with the vertebrates which are likely to be encountered in Pennsylvania. Birds are not included. (See Ornithology.) Considerable practice is given in the identification of fish, amphibia, reptiles, and mammals. The study of the life-histories of the various forms is emphasized. Field trips are required. No prerequisites. 3 two-hour laboratory periods per week.

Vertebrate Anatomy 3 semester hours credit

This course is devoted to a study of the structure of the fish, amphibian, and mammal. Emphasis is placed on the mammal study. The shark and cat are dissected individually and the amphibian is done by demonstration. This course may precede or follow Vertebrate Zoology I. Prerequisite: Zoology II. 3 two-hour laboratory periods per week.

General Ornithology 3 semester hours credit

This course presents an introduction to bird study. The course includes discussions based on the biology of birds, laboratory work with study concerned with the skins, and field observations. It acquaints one with the common birds of western Pennsylvania. There will be early morning field trips in late spring. Field glasses are desirable. Second semester and summer. 2 hours lecture; 3 hours laboratory per week.

Field Botany

3 semester hours credit

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees, and herbaceous plants of the region. The use of the standard manuals for the identification of plant materials is stressed. 2 hours lecture; 3 hours laboratory per week. Offered in summer only.

PHYSICAL SCIENCES***CORE COURSES****Physical Science I and II**

6 semester hours credit

This is a general introductory course on the college level drawing its material from the fields of astronomy, physics, chemistry, geology, and meteorology. This material is organized into a number of large basic study units. The course attempts to furnish sufficient scientific information for a broad cultural background and an appreciation of the contributions of physical science to modern living. 2 hours lecture; 2 hours laboratory per week.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS**Physical Science SD**

3 semester hours credit

This course is a condensation of Physical Science I and II into the limits of one semester as required for students in Art and Music. 2 hours lecture; 2 hours laboratory per week.

REQUIRED COURSES FOR PHYSICAL SCIENCE MAJORS**Inorganic Chemistry I and II**

8 semester hours credit

Chemistry I includes the study of non-metals, gas laws, valence, gram-molecular volume, ionization, solutions, oxidation and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. 3 hours lecture; 3 hours laboratory per week.

Physics I and II

8 semester hours credit

These two courses constitute the usual first year's work in general college physics. In the first semester mechanics and heat are studied; in the second, electricity, sound, and light. A good working knowledge of plane trigonometry is a prerequisite. 3 hours lecture; 3 hours laboratory per week.

* Courses required in the Elementary and Secondary Education curricula.

ELECTIVES FOR PHYSICAL SCIENCE MAJORS

CHEMISTRY

Qualitative Analysis

3 semester hours credit

This is a study of the theoretical principles and practices underlying analytical chemistry. These principles are exemplified in practice by developing the preliminary and systematic procedures for the qualitative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. 1 hour lecture; 6 hours laboratory per week. First semester, odd years. Prerequisite: Inorganic Chemistry.

Quantitative Analysis

3 semester hours credit

This course gives introductory training in the theory and practice of gravimetric, volumetric, colorimetric, and electrolytic separations and calculations on a quantitative basis. Students will visit commercial and control laboratories employing quantitative techniques. 1 hour lecture; 6 hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

Organic Chemistry

3 semester hours credit

This is a study of the properties and class reactions of various aliphatic compounds followed by a brief introduction to the aromatic series. Micro-techniques are employed in addition to the usual preparations and reactions. 2 hours lecture; 3 hours laboratory per week. First semester, even years. Prerequisite: Inorganic Chemistry.

Biological Chemistry

3 semester hours credit

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analyses. Animal feeding tests will supplement laboratory and lecture work. 2 hours lecture; 3 hours laboratory per week. Second semester. Prerequisite: Organic Chemistry.

Inorganic Preparations

3 semester hours credit

This course includes a discussion of principles, review of previous work, and problems. Preparation of inorganic compounds. Prerequisite: Inorganic Chemistry I and II.

Physical Chemistry

3 semester hours credit

This course considers the phase rule; properties of solutions; liquids, solids, and gases; surface tension; vapor pressures; osmotic pressures; chemical cells, buffers; indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. 2 hours lecture; 3 hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

Techniques of Chemical Laboratory Management 3 semester hours credit

This course includes the following: laboratory planning, equipment, care, storage, buying, the making of solutions from stock supplies, the setting up of apparatus for class demonstration purposes. Prerequisite: At least 14 semester hours of chemistry.

Colloid Chemistry 3 semester hours credit

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. 2 hours lecture; 3 hours laboratory per week. Prerequisite: Inorganic and preferably Organic Chemistry.

PHYSICS**Physics III (Modern Physics)** 3 semester hours credit

Included in this course are the major developments in physics since 1895; x-rays, electronics, modern conception of matter and energy. 2 hours lecture; 3 hours laboratory per week. Prerequisites: Physics I and II.

Physics IV (Mechanics) 3 semester hours credit

This course is an introduction to more advanced topics in general mechanics. Of special value for students majoring in mathematics. 2 hours lecture; 3 hours laboratory per week. Prerequisites: Physics I and II, and Calculus co-requisite.

Physics V (Electricity and Magnetism) 3 semester hours credit

Alternating current theory is stressed in this course. 2 hours lecture; 3 hours laboratory per week. Prerequisites: Physics I and II, and Calculus co-requisite.

Physics VI (Optics) 3 semester hours credit

Selected topics of a more advanced nature than is possible in Physics II form the basis for this course. 2 hours lecture; 3 hours laboratory per week. Prerequisites: Physics I and II, and Calculus co-requisite.

Physics VII (Physical Laboratory) 3 semester hours credit

This course considers installation, adjustment, use and care of physics laboratory apparatus, and equipment for large and small high schools. Techniques in planning and developing elementary research projects suitable for secondary-school demonstrations. Prerequisites: Physics I and II.

Physics VIII (Radio and Television)

3 semester hours credit

Receiver, transmitter, and power-supply theory and design; tube characteristics; mechanical and electronic television are topics this course considers. It is less advanced than Physics V. 2 hours lecture; 3 hours laboratory per week. Prerequisites: Physics I and II.

**REQUIRED COURSES FOR STUDENTS IN
HOME ECONOMICS****Inorganic Chemistry I-H**

4 semester hours credit

This course is planned for home economics students. It includes an introductory study of the non-metals, gas laws, atomic structure, valence, ionization, solutions, oxidation and reduction, and the periodic classification of the elements. 2 hours lecture and 6 hours laboratory per week.

Organic Chemistry H

2 semester hours credit

This course includes a brief study of the aliphatic organic compounds for home economics students. Emphasis is placed on household and biological applications. 1 hour lecture; 3 hours laboratory per week. First semester. Prerequisite: Inorganic Chemistry I-H.

Physiological Chemistry H

2 semester hours credit

This course is designed for home economics students. It includes an introductory study of the physiological functions of minerals, proteins, carbohydrates, fats, and vitamins together with the chemistry of digestion, absorption, and metabolism. 1 hour lecture; 3 hours laboratory per week. Second semester. Prerequisite: Organic Chemistry-H.

Physiology H

3 semester hours credit

This course is planned particularly for students in the Department of Home Economics. The physiology and related anatomy of the human body constitutes most of the subject matter. Several weeks of laboratory work is done on the white rat to illustrate digestion, circulation, etc. 2 hours lecture* 3 hours laboratory per week. First and second semesters.

Bacteriology

3 semester hours credit

This course is primarily for home economics and biology students. A general one-semester course dealing with bacteria in the various relations to man. Prerequisite: Biological Science or equivalent. 2 hours lecture; 3 hours laboratory per week. First and second semesters.

ELECTIVES

Historical Geology

3 semester hours credit

This is an elementary course in the geologic history of the earth as recorded in its rocks and fossils. Laboratory work on fossils, rocks, and minerals is included. Much time is spent in field work in the vicinity of the school. Not open to freshmen. 2 hours lecture; 2 hours laboratory per week.

Descriptive Astronomy

2 semester hours credit

This course is designed to fit the teacher to handle those phases of elementary science, junior-high-school science, and physics which deal with those forces and phenomena of our universe. This is a non-mathematical course. Field trips, laboratory work, and observations supplement the classroom activities.

Civil Aeronautics

4 semester hours credit

The personnel of this course depends upon the completion of one year of college work and the passing of a physical examination. The Federal Government sponsors the work and the student must pass the federal examination in Civil Air Regulations, Meteorology, and Navigation to receive credit. Flight work at the local airport is included. Students may register for three hours credit if the flight work is not taken.

SOCIAL STUDIES

W. M. WHITMYRE, *Head of Department*

ETHEL A. BELDEN

C. M. JOHNSON

RALPH E. HEIGES

EARL E. PRUGH

FLORENCE WALLACE

A student majoring in social studies must have a minimum of twenty-four semester hours in that field. In addition to the core subjects, three hours of modern European history and six hours of United States history are recommended.

A student minoring in social studies must have as a minimum, eighteen hours of required work.

Every candidate for certification in social studies must have at least nine hours in the field of social sciences.

*CORE COURSES

HISTORY

History of Civilization

4 semester hours credit

A survey of the development of institutions and culture in the Western World is presented in this course. The creation and transmission of the cultural heritage is discussed with special emphasis placed upon the contribution to contemporary life of the so-called pre-historic period, the Ancient Orient, Greece, Rome, Medieval Europe, the Renaissance, and Modern Times.

SOCIAL SCIENCES

American Government

3 semester hours credit

This course includes a study of the basic principles of American government, the constitution of the United States, the machinery through which it works, and some of its major problems. In the study of federal, state, and local government, attention is given to current problems.

Principles of Economics

3 semester hours credit

A preliminary analysis of the major principles underlying the workings of our economic system; principles that are utilized daily by enterprisers, land-owners, wage-earners, and capitalists. Specific attention is given to the nature and methods of economics as a social science and the processes of production and consumption.

* Courses required in the Elementary and Secondary Education curricula.

Principles of Sociology

3 semester hours credit

This course aims at presenting a basis for a scientific understanding of society and for further study in the field of sociology or social work. Emphasis is placed upon social institutions; the class structure of society; collective behavior; social processes; social control; social problems; laws of social evolution; relation between society and the individual.

COURSES RECOMMENDED FOR MAJORS AND MINORS**HISTORY****Modern European History**

3 semester hours credit

This course is designed as an introduction to contemporary national and international problems. It treats of the work of the Congress of Vienna in reshaping the map of Europe, the Industrial Revolution, the development of Italian and German unity, the intellectual achievements of the 19th century, and imperialism in Africa and the Orient. Special attention is paid to basic trends underlying pre-war diplomacy, the Great War and the peace settlements.

History of the United States I

3 semester hours credit

This course covers the period from European beginnings to 1865. It is a study of several units or movements within this time rather than an exhaustive chronological treatment. Much emphasis is placed on sources, criticisms, and writings. Discussion is the basis of class presentation.

Social and Industrial History of the United States

3 semester hours credit

This is a study of causes and tendencies, not a mere narration of observed facts. It is an attempt to describe the origin and development of economic and social institutions and to explain present problems by setting forth the historical background. Prerequisite: History of United States I.

ELECTIVES**HISTORY****Early European History**

3 semester hours credit

This is a study of the political and cultural development of Europe during the early modern period, 1500-1815. It treats of the emergence of national states, the expansion of European civilization, and of the political, social, economic, and intellectual developments of the 18th century.

History of England

3 semester hours credit

This is a survey of the social, economic, constitutional, intellectual, and religious phases of English history. Trends and movements are emphasized. Facts presented are carefully selected for their significance in the evolution of England. This course provides a background for the better understanding of American history and English literature.

Europe Since the World War

3 semester hours credit

This course covers the period from the Treaty of Versailles to the present time. Stress is laid on those developments which at this time seem most significant. Some of the problems discussed are: international conferences and their results, national minorities, contemporary imperialism, the rise of Fascism, Communism and Naziism, the changing British Empire, the Rome-Berlin Axis, and the coming of the present European war.

The Frontier in American History

3 semester hours credit

This is a narrative and interpretative survey of the principal events and movements in the history of the American West from "the coming of the White Man" to the passing of the frontier during the closing days of the last century. Special emphasis is placed on the significant characteristics of the several frontier communities and their influence upon the economic, social, and political development of the United States. Prerequisites: History of United States I; Social and Industrial History of the United States; or by permission of the head of the department.

Latin-American History

3 semester hours credit

This is a brief survey of the history of the Latin-American states. The importance of Latin-American political, economic, and social development warrants the inclusion of this course in the curricula of teacher-training institutions. The problems of maintaining friendly relations among the nations of the Americas will be made easier if a mutual understanding of their peoples and institutions can be brought about.

SOCIAL SCIENCES**Civic Education**

3 semester hours credit

See page 55.

Comparative Government

3 semester hours credit

This is a study of the structure, organization, and process of government in the chief European countries. Emphasis is placed upon the functioning of these governments and upon the essential differences between democracies and dictatorships. Prerequisite: American Government.

Economics II

3 semester hours credit

A course in applied economics, this subject deals with background and characteristics of such current economic problems as tariff and inter-

national trade, agriculture, railway and industrial consolidation, money and credit, the consumer problems, etc. Major emphasis is placed on the relationship of these problems to the present economic and industrial situation. Prerequisite: Principles of Economics or Economics I.

Constitutional History and Law

3 semester hours credit

This course is designed principally for history majors. It is organized to supplement the student's knowledge of American government and history. Approximately sixty cases from Constitutional Law are read and analyzed in class. Attention is also given to the part that the previous experience of justices plays in their decisions.

**REQUIRED COURSES FOR ELEMENTARY
EDUCATION STUDENTS****United States History Before 1865**

3 semester hours credit

This course covers the period to 1865. It emphasizes the background and origins of those institutions and principles which were to become the basis of the American way of life. It traces the development of political parties, the expansion of the West, the growth of the American institution of government, the development of national feeling, and the appearance of sectional problems leading to the Civil War.

United States History Since 1865

3 semester hours credit

This course purports to show the growth of agricultural and industrial interests in the United States since 1865. The entrance of the United States into world affairs is emphasized. Considerable attention is given to the individuals controlling events in various fields of life.

History of Pennsylvania

2 semester hours credit

A survey of the economic, social, and political development of the Commonwealth from the beginning of settlement to the present time. The role of the state in great national affairs and items of local history are specifically emphasized. Local field trips are included in the agenda.

**REQUIRED COURSE FOR ELEMENTARY EDUCATION
STUDENTS, GRADES 4, 5, AND 6****Teaching of American History and Government** 3 semester hours credit

This course is organized for the purpose of giving experience with the materials of instruction and the planning of activities in selected areas of the social studies. It includes a study of the underlying philosophy of the social studies and selected current courses of study. Opportunity will be given for each member of the class to select activities, analyze the learnings involved, and actually prepare and carry out those activities that children are expected to undertake.

ART DEPARTMENT

ORVAL KIPP, *Acting Director of Department*

C. KERMIT EWING

ALMA MUNSON GASSLANDER

KATE LACY

DOROTHY MURDOCK

RALPH WILLIAM REYNOLDS

ANNA J. THOMPSON

The Art Department of the State Teachers College, Indiana, Pennsylvania, has been commissioned by the State Department of Public Instruction to present a curriculum leading to the degree of Bachelor of Science in Public School Art. Those who complete this curriculum are certificated to teach and supervise in the public schools of Pennsylvania.

Opportunities in Art Education. The foremost educators today believe that art is a fundamental part of the public-school curriculum; consequently school administrators are using more care than ever in securing art teachers. They want persons of good character, highly developed artistic ability, broad cultural background, and a sound philosophy of education. It is apparent that the field of art education offers many opportunities to outstanding high-school graduates.

The members of the art staff, supplemented by many other faculty members of the College, present all phases of education necessary to the training of teachers. The curriculum is so arranged that while a student is acquiring a broad cultural background in art and education in general, he may also specialize in one or more of the various art fields. In addition to art, the curriculum provides courses in music, English, science, social studies, and education. These, with a number of electives, provide the essentials needed to produce superior artist-teachers.

The department recognizes that, while design and composition are the bases of art instruction, observation, drawing, and an understanding of construction play an important part in the development of feeling, appreciation, and independent thought which lead to creative expression.

Exhibitions. In the department, the Exhibition and Art Reading Room presents a constantly changing offering of the best work of the department, as well as traveling exhibitions of contemporary arts and crafts of national importance. Other displays present current work of the members of the art faculty or draw in the cultural treasures of the community for all to enjoy.

Housing and Equipment. The Art Department is located on the main floor of the Arts Building and includes studios and work shops, the Exhibition and Art Reading Room, the director's and teachers' offices, the stockrooms, and the locker and restrooms. In addition, other studios for sculpture and pottery are found on the ground floor.

The Art Club. The Art Club is made up of a group of clubs, each interested in a specific art activity, such as etching, metal work and jewelry, and life drawing and painting. Membership in these clubs is open to any person on the campus who is interested in art. Studios are open every Tuesday evening for the use of members who wish to experiment in any art activity. The social program has been widely varied. It has included picnics, studio parties, costume balls, masquerades, impersonations, and carnivals; and on several occasions original one-act plays were produced. The educational program has included travel talks, lectures on dress and on the psychology of color, readings of poetry and humor, and annual trips in the College bus to the Carnegie International and the Associated Artists Exhibitions. Annually the Art Club gives a bronze medal, and the Jean R. McElhane Award for Excellence in Fine Arts, to the junior or the senior whose achievements in three different fields of art are outstanding. The presentation of this award is a feature of the annual banquet in May. The service program has enabled the members of the Art Clubs to co-operate in many of the activities on the campus. The club work gives valuable experience in a life situation to art students since art should be of real service in any school system. As a specific service to high-school art departments the Art Club members participate in arranging and distributing traveling exhibitions to high schools and art-conscious communities.

Requirements for Admission. Anyone seeking to enter the Art Department must meet the general entrance requirements of the College, and in addition he must possess the following qualifications:

1. Normal ability to see and make motor adjustments accordingly.
2. Artistic sensitivity to harmony and contrast in line, mass, and color.
3. Interest in and aptitude for art.

The personal interview will help the applicant to determine his fitness to pursue the art curriculum. Those who meet the entrance requirements are admitted in the order of application. For this reason, it is wise to apply early for entrance and personal interview.

Student Teaching. The theory and practice of art in relation to education is the foundation of Indiana's Art Curriculum. During the first three years directed observation and discussion of art activities in the Laboratory School enable the student to understand the relationship of his college work to actual classroom situations. In the senior year student teaching and conferences give opportunity for varied practical experiences.

Requirements for Graduation. Any student who is a candidate for graduation will be recommended for the degree of Bachelor of Science in Public School Art after he has demonstrated satisfactorily his ability as an artist as well as an educator. Proficiency as an educator may be shown by his success in student teaching and by his participation in the

various service activities common to all school art departments. Artistic quality may be demonstrated by the inclusion of examples of his work in several major exhibitions during his senior year; or by the inclusion in a show of an original work of art, done outside of class, which has been selected for exhibition by a jury.

Expenses. The entire expense of a school year of thirty-six weeks amounts to approximately \$446.00. The costs for one semester are itemized below. (Also see pages 18-21.)

Contingent Fee (payable in two installments)	\$ 54.00
Housing Fee	126.00
Activity Fee	8.00
Books, equipment, etc. (approximately)	35.00
	<hr/>
	\$223.00

CURRICULUM IN ART

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
Fundamentals of Speech ...	3	3
Drawing and Lettering ...	8	4
English I (including Li- brary Science)	4	3
Health Education I	4	2
Modeling	4	2
Place and Purpose of Edu- cation	3	3
	<hr/>	<hr/>
Total	26	17

SECOND SEMESTER

	Clock Hours	Semester Hours
Design	6	3
English II	3	3
Media and Techniques	6	3
History of Civilization ...	4	4
Elementary Industrial Art .	6	3
	<hr/>	<hr/>
Total	25	16

THIRD SEMESTER

General Psychology	3	3
Physical Science	4	3
Literature I	3	3
Color	4	2
Mechanical Drawing	6	3
Health Education II	4	2
	<hr/>	<hr/>
Total	24	16

FOURTH SEMESTER

Educational Psychology ...	3	3
Pottery	4	2
History and Appreciation of Art	5	5
Literature II	3	3
Biological Science	4	3
Interior Design	4	2
	<hr/>	<hr/>
Total	23	18

FIFTH SEMESTER

	Clock Hours	Semester Hours
Drawing and Composition	4	2
Educational Measurements	2	2
Pictorial Expression and Illustration	4	2
Commercial Art and Repro- duction	6	3
Crafts in Elementary Schools	4	2
Academic Elective	2	2
Principles of Economics <i>or</i> Sociology	2	2
Total	24	15

SIXTH SEMESTER

	Clock Hours	Semester Hours
Blackboard Drawing	2	1
Theatre Arts	6	3
Advanced Drawing and Painting	6	3
Costume Design	4	2
Advanced Crafts	6	3
School Law	1	1
Appreciation of Music	3	2
Total	28	15

SEVENTH SEMESTER

Ethics	3	3
Art in Public Schools	4	3
Teaching and Conferences	7	6
Advanced Design	6	3
Advanced Oil or Water Color Painting	4	2
Total	24	17

EIGHTH SEMESTER

Teaching and Conferences	8	6
American Government	3	3
Art Elective	2	2
Academic Elective	3	3
Visual Education	2	1
Total	18	15

REQUIRED COURSES FOR ALL ART STUDENTS

DESIGN

Design I

3 semester hours credit

An introductory course in creative design stressing the principles of organization as related to areas and volumes. Problems and experiments are developed stressing line, area, color, and texture relationships. Color theory and its applications are introduced here to provide a basic working knowledge for the student in his design and painting courses.

Advanced Design

3 semester hours credit

This is an advanced course wherein the working principles of design are applied in experiments with three-dimensional forms as they relate to the problems of the industrial designer. The theoretical and experimental studies of color begun in Design I are continued. Prerequisite: Design I.

Color

2 semester hours credit

Further experiences in the theory and application of color aid the student in the solution of advanced problems of two- and three-dimensional design and of painting.

Interior Design

2 semester hours credit

A study is made of the history of architecture and interior design, including furniture. The results of this study are applied to original designs for traditional and contemporary homes.

Costume Design

2 semester hours credit

Ability to design clothing for contemporary needs is developed from a working knowledge of the historic and an understanding of the best modern tendencies in costume. Original compositions are made for the stage, the salon, and the department store.

Theatre Arts

3 semester hours credit

Experience in creative interpretation of drama is gained through designing costumes, scenery, and lighting for pageants and plays.

Commercial Art and Reproduction

3 semester hours credit

This is an advanced course in the designing of projects related to the publishing and the distributing of commercial products. The planning and producing of merchandise displays, advertising, and containers gives the student practical experience in designing for commerce and industry. Prerequisite: Design I.

DRAWING, PAINTING, AND ILLUSTRATION**Drawing and Lettering**

5 semester hours credit

Introduction to the fundamentals of drawing is made by observation and composition of forms with special attention to an analysis of line, volume, space, and texture relationships. Media are chosen for the facility of expression which they afford the student in his various drawing experiences.

Drawing II

3 semester hours credit

Further observation, expression, and analysis continue to develop the student's ability to solve for himself the problems encountered in representing forms in pictorial composition. New skills and techniques are introduced, and color is used for volume and solidity. Daily and weekly criticisms emphasize composition, whether it be of objects, landscapes, or figures. Prerequisite: Drawing I.

Media and Techniques (Painting)

3 semester hours credit

The student in this course is introduced to painting as a means of creative expression. Through analysis of selected paintings and study of pictorial structure in still life, landscape, and figure compositions, the individual interpretation of the student is encouraged and emphasized. During the semester consideration is given to the techniques of oil and water color as vehicles of expression.

Advanced Drawing and Painting

3 semester hours credit

This course provides for a continued analysis of form as related to pictorial structure. Opportunity is provided for creative experiences which stress the emotional factors in painting. Discussion and study of paintings representing the various schools of expression are included in order to provide the student with a thorough knowledge of the scope of painting from frank naturalism to pure abstractionism. Prerequisites: Drawing I, and Media and Techniques.

Advanced Oil or Water Color Painting

2 semester hours credit

Problems in still life, landscape, figure, portrait, and mural painting, from the modern viewpoint of significant form, are stressed. The artist-teacher will have opportunity to create by stressing volume, plastic color, and abstract form as master artists have done. Prerequisites: Media and Techniques, Advanced Drawing and Painting.

Blackboard Drawing

1 semester hour credit

This course emphasizes quick, easy drawing that expresses salient lines of human figures, animals, or objects. Japanese brushwork is studied for expressive line and concise statement.

Mechanical Drawing

3 semester hours credit

This is an introductory course in the mechanical means of representing the construction of objects through plans and developments.

Pictorial Expression and Illustration

3 semester hours credit

This course considers the problems encountered in illustrating poems, books, and magazines in an effort to give the student some idea of the opportunities for creative work which exist in the publishing fields.

PRACTICAL ARTS AND CRAFTS

Elementary Industrial Art

3 semester hours credit

This course stresses the study of various industrial materials and processes in their effect on art forms and their influence on social and economic life.

Crafts in the Elementary School

2 semester hours credit

Crafts projects, suggested by the materials available in elementary schools, are designed and executed. Emphasis is put upon the accumulation of a variety of the source materials needed to meet the demands put upon an art supervisor.

Advanced Crafts (Metal)

3 semester hours credit

Design is basic in this practical course in metalworking. The course is planned to give experience in such simple processes as etching, saw

piercing, riveting, soldering, bending, and raising. Problems are worked out in copper, brass, pewter, silver, and combinations of metals, and in simple pieces of jewelry, such as bracelets, rings, and brooches. Prerequisite: Design I.

Modeling

2 semester hours credit

This is a course in modeling in relief and in the round of animals, figures, and heads. Study of modeling and sculpture for expressive form is made in order to equip students with the idiom of sculptural expression.

Pottery

2 semester hours credit

The processes of building and designing pottery forms are studied in this course. The course includes the primitive coil method, the use of the potter's wheel, the methods of casting, and the making and application of glazes.

ART EDUCATION AND APPRECIATION

History and Appreciation of Art

5 semester hours credit

The course is developed as a survey of art, with attention given to aesthetic analysis and appreciation of art-forms. A critical attitude is evolved, so that the student is better qualified to evaluate and understand the arts. The first semester covers the periods through the High Renaissance. In the second semester, the period from the Renaissance to the present, including all contemporary trends, is studied.

Place and Purpose of Education in the Social Order

3 semester hours credit

The purpose of this course is to acquaint the student with the influences of art on life and on education in a contemporary industrial society. Consideration of the historical background increases understanding of and adjustment to present-day conditions. Observation in the Laboratory School emphasizes the values of public school art activities.

Art in Public Schools (Curriculum Materials)

3 semester hours credit

In this course consideration is given to recent educational trends and methods, to a study of art curricula, and to the planning of art courses for various grade levels. Prerequisite: one semester of student teaching.

Student Teaching

12 semester hours credit

Student Teaching provides for the prospective teacher directed participation in those classroom activities through which children develop creative power and the ability to make fine choices, at the same time that they are acquiring knowledge and appreciation of art. Initial contacts with the Laboratory School in the form of directed observation are planned as part of the course in Place and Purpose of Education and in

connection with the various art courses if requested by the instructor and students. During the senior year each student has nine weeks' experience in each of the divisions of the public school: primary, intermediate, junior high school, and senior high school.

ELECTIVE FOR ART CURRICULUM

Graphic Arts

2 semester hours credit

This course is planned to record in good composition by graphic means festivals, pageants, exhibitions, carnivals, masques, integrations, demonstrations, lessons, the painting of murals, and less formal campus activities. Art education in co-operation with visual education gives instruction in making photographs, movies, and slides of such activities. The catalog, the annual, the college newspaper, and bulletins furnish the motivation.

ELECTIVES FOR STUDENTS IN OTHER DEPARTMENTS

Any of the courses in Art are available to students in other departments.

REQUIRED COURSES IN OTHER FIELDS

Several courses in other departments are required for graduation in the Art Curriculum. Following is a list of these courses with the page number where their descriptions may be found:

	<i>Page</i>		<i>Page</i>
Fundamentals of Speech	58	Philosophy of Education	55
English I	58	History of Civilization	84
English II	58	Principles of Economics	84
Literature I	58	Principles of Sociology	85
Literature II	58	Health Education	70
Place and Purpose of Education		Physical Science	79
in the Social Order	51	Biological Science	78
General Psychology	51	Appreciation of Music	130
Educational Measurements	52	Visual Education	52
School Law	52		

ELECTIVES IN OTHER FIELDS

Electives may be chosen from any of the other fields.

*CORE COURSES

Appreciation of Art

2 semester hours credit

By lectures, field trips, and class discussions the student is encouraged to cultivate taste as well as to appreciate and properly evaluate traditional and modern art forms.

* Courses required in the Elementary and Secondary Education Curriculum.

REQUIRED COURSES IN THE ELEMENTARY CURRICULUM

Art I (Elementary Industrial Arts) 2 semester hours credit

This course provides opportunity for many creative experiences in design and color as related to personal problems, industrial projects, and the selection and arrangement of manufactured products.

Art II (Drawing, Design, and Color) 1½ semester hours credit

In addition to further creative experience in drawing, design, and color, this course emphasizes, through directed observation in the Laboratory School, the relationships between personal art expression and the art activities of the elementary school. Prerequisite: Art I.

REQUIRED COURSES IN THE HOME ECONOMICS CURRICULUM

Principles of Design I (Costume) 3 semester hours credit

Creative experience in design and color provide bases for consideration of personal costume problems and form a background for understanding related arts projects on the secondary-school level.

Principles of Design II (Household) 2 semester hours credit

Design and color, as they are applied in the home, are stressed through experiences in creation; in the selection and arrangement of manufactured products; and in the discussion of applications to actual teaching situations. Prerequisite: Principles of Design I.

ELECTIVE FOR ELEMENTARY CURRICULUM

(Early Childhood Education, Grades 1, 2, and 3)

Handicrafts 2 semester hours credit

In this course students gain enjoyment through experience in manipulating tools and materials. Practical applications, fine in design, are made as aids for the future teacher of kindergarten and primary grades.

ELECTIVE FOR ELEMENTARY CURRICULUM

(Intermediate Education, Grades 4, 5, and 6)

Industrial Arts 2 semester hours credit

This course embraces the study of various industrial materials and processes with a view of their usefulness to the teacher in the elementary grades.

*BUSINESS EDUCATION DEPARTMENT

G. G. HILL, *Director of Department*

E. J. MCLUCKIE, *Assistant Director of Department*

FLORENCE C. ARNTZ

RALPH S. ROWLAND

ALBERT E. DRUMHILLER

MABEL SHOUSE

ETHEL L. FARRELL

HAROLD W. THOMAS

CLINTON M. FILE

ROBERT FRANKLIN WEBB

LYLE O. WILLHITE

Opportunities. The State Department of Public Instruction has especially designated the State Teachers College, Indiana, Pennsylvania, as one in which teachers of business for the high schools of the Commonwealth may be trained. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certificated accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

Equipment. This department is well equipped throughout with a full supply of modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeoscopes, addressographs, dictaphones, files and cabinets, and other up-to-date efficiency devices of modern business give the students a practical knowledge of the time-savers and system units found in modern business. Their uses are taught and mastered in this department. Those who elect these courses become very proficient in the manipulation of such machines before graduation.

Business Practice Department. The business practice department is a complete business community in itself and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work. Much practical business experience may be obtained in this department.

Practical Experience Requirements. These requirements are a vital and necessary part of the prospective teacher's preparation. They not only supplement the courses outlined in the curriculum but are integrated with them. Credit under this requirement is given for actual business experience previously gained and also for that acquired in the business practice department. The requirements are as follows: The equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the director of this department. This experience preferably should be in the field or fields in which the student is contemplating certification.

* This college is a member of the National Association of Business Teacher Training Institutions.

Student Teaching. Each student in training in the Business Education Department receives more than the state requirements in hours of actual practice teaching and observation. This is not a make-shift plan merely for the purpose of getting credit. A number of teaching centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester (eighteen weeks) of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extra-curricular activities, and other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The Chamber of Commerce. There is organized in connection with the Business Education Department a Chamber of Commerce. Frequent opportunity is afforded for public discussion on current popular topics applicable to the work. This organization fosters the formation and development of commercial clubs and similar organizations in the high schools, wherever the assistance is desired, and helps to promote the work of such organizations. The officers of the Chamber of Commerce are elected from the members of the student body in the Business Education Department. The work is supervised by a faculty member of the department.

Explanation of the Curriculum. This is a teachers college. No short courses of any kind are offered in this department for the training of secretaries, bookkeepers, or any other vocational workers. We offer only the full four-year curriculum leading to the teaching profession. The full four years must be completed before the teaching certificate may be awarded. If at the end of two years a student does not desire to complete the full course immediately, he will be well prepared to do efficient work in a business office until such time as it is possible for him to return to complete the work for graduation.

All courses that are indicated by the asterisk (*) are elective.

All courses that are not indicated as elective are required of all students in the Business Education Department.

Students may pursue the work of the entire curriculum, or they may elect to pursue work according to their aptitudes, as follows:

1. The Complete Program leads to certification in all three fields, thus affording certification in all of the high-school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retail-selling work may, if they wish, pursue this complete program.

2. The Stenographic Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "S". Any other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the college. Certification may be received for those elective courses from other departments, if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except bookkeeping and retail selling.

3. The Bookkeeping Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "B". Other elective courses indicated by the asterisk (*) may be omitted, and in their place may be elected courses from any other department of the college. Certification may be obtained for these courses from other departments if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except shorthand, typewriting, and retail selling.

4. The Retail Selling Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "R". Other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the college. Certification may be received for elective courses from other departments if the specific requirements for certification in these courses are met. Those who pursue this program will be certificated to teach all of the business courses in the high school except shorthand, typewriting, and bookkeeping.

5. The Combination Program combines either the Stenographic and Bookkeeping, the Stenographic and Retail Selling, or the Bookkeeping and Retail Selling Fields. With any combination program, the certification appropriate to both of the two groups will be awarded. Certain electives in other departments of the college also may be carried with this program, in place of the courses listed in the field that is omitted. The usual certification requirements also apply to these electives.

It is possible to elect Typewriting III and IV and become certificated to teach typewriting with either of the fields or a combination of the fields.

Elective Fields. The fields of English, social studies, mathematics, science, geography, education, art, and music are especially recommended from which courses may be elected by students in business education. All electives, however, are determined by the choice of the student, and by approval of the Dean of Instruction of the college and the Director of the Business Education Department.

Our Standards. Only those who attain A or high B standings, and whose aptitudes indicate success in the fields elected, should elect more than one field.

Those whose standings average below C may not graduate or be certificated.

To elect the Complete Program in the third semester a student must have maintained at least a C-average during the first two semesters, and must have a grade of C or better in the following courses: English I and II, Typewriting I and II, Business Mathematics I and II, Bookkeeping and Accounting I, and Shorthand I.

To elect the Stenographic Field in the third semester, a student must have a grade of C or better in English II, Typewriting II, and Shorthand I.

To elect the Bookkeeping and Accounting Field in the third semester, a student must have a grade of C or better in the following courses: Business Mathematics II, Bookkeeping and Accounting I.

To elect the Retail Selling Field in the third semester, a student must have a grade of C or better in the following courses: Speech, English II, and Economic Geography I.

It should be understood that those who fall below B standings are considered unsatisfactory to be recommended for teaching. Since high-school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work.

Only a small proportion of high-school graduates can meet these very strict requirements. Even after this very frank explanation and announcement, every year a large number of students who fail to measure up to the standards are enrolled from the upper half of the high-school group. In the past, only about one-third of the students of the selected entering class have met the requirements and have been able to complete the work to graduation. This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher, from being disappointed later.

If any are in doubt concerning their fitness for this type of work, they should consult their high-school principals and guidance officers and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the college. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

Application for Enrollment. Enough has been given in these few pages to furnish a glimpse into the Business Education Department. A definite, limited number of the best-qualified high-school graduates are accepted each year. Those who can qualify and who desire to make ap-

plication for entering the Business Education Department should get their applications in early, in order to insure a reservation.

Expenses. The entire school expense for a school year of thirty-six weeks will amount to about \$400 for boarding students. This will cover board, room, laundry, books, and department fees. The costs for one semester are itemized below. (Also see pages 18-21.)

Contingent Fee (payable in two installments) ...	\$ 42.00
Housing Fee (payable in two installments)	126.00
Activity Fee	8.00
Books, Equipment, etc. (approximately)	24.00
	<hr/>
	\$200.00

CURRICULUM IN BUSINESS EDUCATION

FIRST SEMESTER

	Clock Hours	Semester Hours
Place and Purpose of Education in the Social Order, including School Visitation	3	2
Health Education, including Physical Education and Personal Hygiene ..	4	2
Fundamentals of Speech ..	3	3
English I, including Library Science	4	3
Business Mathematics I ...	3	3
Business Writing	3	1
Typewriting I	3	1
	<hr/>	<hr/>
	23	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Health Education II, including Physical Education and Personal Hygiene	4	2
Economic Geography I	3	3
Business Mathematics II	3	3
Bookkeeping and Accounting I	5	3
Typewriting II	3	1
(S)*Shorthand I	5	3
	<hr/>	<hr/>
	26	18

THIRD SEMESTER

Literature I	3	3
Economic Geography II	3	3
**Business Organization and Finance	3	3
(B)*Bookkeeping and Accounting II	5	3
(S)*Shorthand II	5	3
(S)*Typewriting III	5	2
	<hr/>	<hr/>
	24	17

FOURTH SEMESTER

Biological Science ...	4	3
Business Correspondence	3	3
Business Law I	3	3
(B)*Bookkeeping and Accounting III	3	3
(S)*Shorthand Applications	5	3
(S)*Typewriting Applications	5	2
	<hr/>	<hr/>
	23	17

FIFTH SEMESTER

	Clock Hours	Semester Hours
General Psychology ..	3	3
School Law and Ad- ministration	2	2
Business Law II	3	3
Salesmanship and Re- tail Selling I	3	3
(B)*Bookkeeping and Ac- counting IV	3	3
(S)*Stenographic Office Practice	5	3
	—	—
	19	17

SIXTH SEMESTER

	Clock Hours	Semester Hours
Psychology of Method in Business Courses	3	3
Tests and Measure- ments in Business Courses	3	3
Secondary School Busi- ness Education, Or- ganization, and Con- tent	2	2
Economics I	3	3
Visual Education ...4or2	2or1	
Clerical Practice and Machines	5	3
(R)*Retail Selling II	3	3
	—	—
	21	18

SEVENTH SEMESTER

Philosophy of Educa- tion	2	2
American Government	3	3
Economics II	3	3
History of Civilization	4	4
(R)*Retail Selling II	12	6
(B)*Business Mathematics and Statistics	2	2
(B)*Accounting and Audit- ing	3	3
	—	—
	29	23

EIGHTH SEMESTER

Student Teaching, Observa- tion, and Conference ...	15	12
Curriculum Materials, Selec- tion and Adaptation	4	3
	—	—
	19	15

* Elective courses.

** For explanation of letters B, R, and S, see page 98.

REQUIRED COURSES FOR ALL BUSINESS

EDUCATION STUDENTS

Place and Purpose of Education in the Social Order

2 semester hours credit

In this department, this course aims to serve as an orientation course, with special emphasis on the significance of business education, its history and development, and its place in the field of education.

Speech

3 semester hours credit

This course is specially adapted to meet the needs of the Business Education Department. (1) It attempts to develop self-confidence, a correct posture, courage to face an audience; (2) teach entertainingly

and expressively; (3) practice enunciation, pronunciation, and interesting emphasis; (4) develop an adequate vocabulary; (5) analyze words phonetically (necessary in shorthand); (6) develop the technique of shorthand dictation; (7) train the tongue to say and the ear to hear correct English.

English I

3 semester hours credit

See English I in the field of English. Special consideration is given to the needs of students in the Business Education Department, with emphasis on terseness and business forms.

English II

3 semester hours credit

See English I. Special adaptations are made for business students.

Business Mathematics I

3 semester hours credit

Thorough drill is given in the fundamentals of business mathematics with special emphasis on speed and accuracy in handling the most common fundamental operations.

Business Mathematics II

3 semester hours credit

This is a continuation of Business Mathematics I. Its purpose is to train students to apply principles of mathematics with speed and accuracy; to solve advanced problems encountered in carrying on the modern functions of business: production, marketing, personnel, finance, and management. The course is professionalized so that students are taught how to organize, teach, and provide an adequate testing program for high-school courses in business mathematics.

Business Writing

1 semester hour credit

The development of a legible business hand is the goal set for this course. Freedom of movement, proper letter formations, and a light even touch, are important elements in attaining this end. In addition to developing the skill of being able to write well with pen and ink, the student is expected to attain a high degree of proficiency in writing on the blackboard. This is a prerequisite skill for shorthand and book-keeping.

Economic Geography I

3 semester hours credit

This course develops a background for an understanding of world production and distribution of commodities as related to diverse natural conditions. Practice is given in securing and interpreting geographic data from the sources which the students will use when teaching. Each student makes an intensive study of an industry.

Economic Geography II

3 semester hours credit

This course deals mainly with the more complex activities of North America and Europe. As in Economic Geography I, the relationship of the United States to the problems peculiar to the countries or industries under consideration is studied. Each student makes an intensive study of a selected country. The work is planned to meet the special needs of teachers in the commercial departments of the high schools.

Bookkeeping and Accounting I

3 semester hours credit

This is the introductory course in one of the major fields of certification for teachers in Pennsylvania high schools. Its purpose is to introduce the student to bookkeeping and accounting by means of financial records for personal, family, and extra-curricular uses, leading into the modern technical phases of accounting. Latest trends in teaching the beginning bookkeeping course in high schools are presented.

Typewriting I

1 semester hour credit

This beginning course emphasizes a sound mastery of the keyboard and the ordinary operative parts of the typewriter. The subject matter ranges from introductory drills through paragraph and article writing to applications in simple letters and tabulations. Diagnostic and corrective work receive attention throughout the course. Speed with accuracy is considered fundamental.

Typewriting II

1 semester hour credit

This course emphasizes efficiency and quickness in handling the typewriter in dealing intelligently with a large variety of materials on the intermediate level of operating. Among the contents of the course are: letter writing, straight-copy work, multicopy work, tabulating, and strengthening and remedial drills.

Typewriting Applications

2 semester hours credit

This is an advanced course including an abundance of practical business typewriting, with special emphasis upon development of skill in transcribing business letters from dictated shorthand notes. High skill is developed in the handling of a variety of practical matter, including letters, envelopes, statistical matter, financial papers, legal documents, articles, poetry, etc.

Stenographic Office Practice

3 semester hours credit

This is an advanced stenographic course including theory and practice in those activities that are common to stenographic and secretarial positions, and dealing with objectives, organization, methods, materials, and standards for a high-school stenographic practice course so as to prepare the student to teach such a course in the public schools.

Business Organization and Finance

3 semester hours credit

This course is designed to give an overview of business management. Modern business organization, finance, marketing, personnel administration, production, and public relations are studied and made meaningful as they fit into our industrial society. As a class project each student selects a business concern for intensive study. The organization and management of the corporation and other forms of business are covered in this course.

Business Correspondence

3 semester hours credit

The material deals with business forms—never with isolated English drill. It aims to teach the parts of the letter; to write letters asking for information, and giving and refusing information; to write letters of order, adjustment, collection, application, and sales; to compose invitations, statements, telegrams, notices, minutes, and formal speeches.

Retail Selling I

3 semester hours credit

This course comprises a thorough survey and analysis of the fields of selling. A critical study is made of the requirements for salespeople; kinds of customers and how to serve them; customers' needs and why they buy; the sales process; methods of increasing sales volume; store merchandising plans; merchandise information; store organization; store systems.

Business Law

3 semester hours credit

This course deals with court procedure, contracts, agency, and negotiable instruments. The aim is to apply principles of law to everyday life and to establish proper interest, ideals, and attitudes toward law as a means of social control.

Business Law II

3 semester hours credit

This course considers the law of business organizations, devices for protection of creditors and personal and real property. It applies the principles of law to every-day life and business, establishing proper interest, ideals, and attitudes toward law as a means of social control. Attention is given to the problems of organizing and teaching business law in the secondary school.

Clerical Practice and Machines

3 semester hours credit

This course is designed to acquaint the student in a practical manner with the common non-stenographic, non-bookkeeping office duties that constitute a large share of all office work, and to prepare the student to **organize and conduct** a high-school course for training office clerks and office-machine operators.

Psychology of Method in Business Courses

3 semester hours credit

This course makes definite application of psychological principles in the teaching and learning of skill and content subjects. Reading, discussion, planning, and demonstrating form the basis of the teacher and class activity. Proficiency in the subject matter of the courses selected for special treatment is prerequisite to this course.

Tests and Measurements in Business Courses

3 semester hours credit

This course gives a complete program in planning, testing, evaluating, remedial teaching, retesting, etc. Actual test making, giving, checking, and evaluation in co-operation with the student-teaching situation is a part of this course.

Secondary School Business Education Organization and Content

2 semester hours credit

This course includes an analysis of the business-education situation in the various types of high schools, and programs of business education adaptable to the needs of the various communities. Organization and content of materials for the various courses for the purpose intended make up an important part of this course.

Economics II

3 semester hours credit

The daily problems of the consumer are given chief consideration in this course. Such topics as income, savings, ownership, banking and finance, purchasing, standards of quality, family and individual budgets, and insurance protection are studied. Along with the study of these topics, special attention is given to the development of a course in Consumers' Economics for the secondary school.

Student Teaching, Observation, and Conference 12 semester hours credit

An extremely practical and actual experience is presented in teaching in a neighboring high school especially organized for this work, with supervision by both the high-school supervisors and the college faculty.

Curriculum Materials

3 semester hours credit

The content of this course grows out of the needs and problems encountered in the student-teaching experience, and runs concurrently with it.

BOOKKEEPING FIELD**REQUIRED COURSES****Bookkeeping and Accounting II**

3 semester hours credit

Double entry bookkeeping through statements, ledger accounts, original entry books including special columns, posting, checking, adjusting, closing, working sheet, controlling accounts, interest and discount, valuation accounts, accruals and deferred items, and current routine.

Bookkeeping and Accounting III

3 semester hours credit

This course studies partnership capital accounting giving particular attention to the problems of combining capital and the liquidation of capital accounts; accounting for corporations, with reference, particularly, to the capital structure, the voucher system, elementary costing, accounting for branches, and problems in consolidation and supplementary statements.

Bookkeeping and Accounting IV

3 semester hours credit

This course uses a set of cost records simulating, as far as possible, the actual conditions in industries. Lectures, supplementary problems, and visits to industries develop the two-fold purpose of skill in cost ac-

counting and management through cost information. Latest methods in standard costs and efficiency through the use of office machines are included.

Business Mathematics III with Statistics 2 semester hours credit

This course is given for the purpose of developing ability to interpret simple statistical measurements both in the field of education and business. Practice in mathematical computation is, of course, involved, and further skill and knowledge in business mathematics are introduced in addition to the statistical content of the course.

Accounting and Auditing 3 semester hours credit

In this course students conduct a semi-detailed audit of actual business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers is taught. Analysis of difficult amounts and miscellaneous audit-problem situations enlarge the students' general knowledge of accounting.

SECRETARIAL FIELD

REQUIRED COURSES

Shorthand I 3 semester hours credit

This course covers approximately the first half of the principles as given in the elementary textbooks. From the beginning, emphasis is given to reading, writing, and mastery of the fundamentals and special forms. Transcribing of the students' notes on the typewriter constitutes a part of the activity throughout the course.

Shorthand II 3 semester hours credit

This course covers approximately the second half of the principles as given in the elementary textbooks. Emphasis is given to reading, writing, and mastery of the fundamentals and special forms. Transcribing of the students' notes in the form of paragraphs and short and medium letters receives increasing attention.

Shorthand Applications 3 semester hours credit

This is a drill course designed to develop practical speed (100-140 words a minute) in taking dictation of material greatly varied as to vocabulary, and reasonable speed with very high accuracy in reading from the dictated notes. For the development of skill in transcription this course is closely co-ordinated with Typewriting Applications.

Typewriting III

2 semester hours credit

This course deals with letter writing; writing on special business and legal forms; setting up outlines, programs, indexes, title pages, and so forth; proof-readers' marks; copying from longhand and corrected copy; writing manuscripts; tabulating; problems of English, such as capitalization, punctuation, and paragraphing; and many other practical and educational matters.

RETAIL SELLING FIELD**REQUIRED COURSES****Retail Selling II (Management)**

3 semester hours credit

This course embodies a more technical study of the learning units of Retailing I, with a direct attack on retail managerial problems. It includes an analysis of markups, markdowns, stock planning, stock control, buying, price making, personnel training and management, salaries, store location, store layouts and equipment, retail accounting, and credit management.

Retailing III (Store Practice)

6 semester hours credit

This is a practical course of co-operative part-time selling in the retail establishments of Indiana. The student spends a minimum of fifteen clock hours per week behind the counter, during the week-day afternoons, at which time he puts into practice the theories of retailing previously studied. This work is under close supervision of the store officials and of the college.

ELECTIVES

Commercial Art and Reproduction (page 92) and Journalism (page 59) may be taken as electives in this field.

ELECTIVES FOR STUDENTS IN OTHER DEPARTMENTS

Any of the courses in Business Education are available to students in other departments.

REQUIRED COURSES IN OTHER FIELDS

Several courses in other departments are required for graduation in the Business Education Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	<i>Page</i>		<i>Page</i>
Health Education I	70	Philosophy of Education	55
Health Education II	70	School Law and Administration	52
Literature I	58	Visual Education	52
Biological Science	78	Economics I	84
General Psychology	51	American Government	84

ELECTIVES IN OTHER FIELDS

Electives may be chosen from any of the other fields.

HOME ECONOMICS DEPARTMENT

A. PAULINE SANDERS, *Director of Department*

ESTHER H. ALDEN
KATHRYN DENNISTON
THELMA E. LAPPEN
HELEN C. MERRIMAN

RACHEL MOSS
ETHYL VERA OXLEY
HELEN ROSE
MARION WILLS

SYLVA WIXSON

The Home Economics Curriculum offers educational preparation for teachers of vocational and general home economics in the elementary and secondary schools of Pennsylvania. Graduates of this curriculum receive the degree of Bachelor of Science in Home Economics, which is recognized for entrance to graduate courses by all leading colleges and universities. Our graduates receive a Provisional College Certificate valid for any vocational or general home-economics position in the public schools of Pennsylvania. The students of this curriculum may minor in any other field in which they show interest and ability.

Entrance Requirements. The requirements for admission to the Home Economics Department are the same as for other departments of the College. The students who expect to qualify for a bachelor's degree with a major in homemaking will find it desirable to have taken science in high school. Chemistry, physics, and biological science are important. Students who have had some work in other colleges must have a B-average or expect to spend additional time in this department.

Home Economics Equipment. The Home Economics Department is located on the top floor of the Arts Building and the ground floor of Leonard Hall. Here are modern laboratories, classrooms, and offices. The department has all modern conveniences. The equipment is modern and adequate in every way. Superintendents who are planning home economics departments in new high schools come to inspect the equipment and the plan of our laboratories in these buildings and in the Laboratory School. Their attention is called, in particular, to the all-purpose homemaking laboratory on the top floor of the Arts Building. In this room all phases of home-economics education may be taught.

Home Economics Cafeteria. On the ground floor of Leonard Hall, a cafeteria under the direction of the School Lunchroom Management class, prepares and serves lunches to the pupils of the Laboratory School, students, and personnel of the College.

Home Management Houses. Two Home Management Houses are located on the campus. They are average-sized homes, attractively and appropriately furnished. They have the atmosphere of comfortable and hospitable homes. The junior students live in the houses and take Home Management III under the direction of the supervisors who live with them. The management of these homes is based on family needs, ex-

penditures, and relationships. A baby, aged about three months, is placed in each Home Management House in September for related work in child care and development. All Home Management House students who live there one quarter have experience in caring for these children.

The Play School. This school is connected with the course in Child Development and offers an opportunity to study the child of pre-school age. The play school for children between the ages of two and four meets two afternoons per week and emphasizes habit formation and play. The theories underlying the physical, social, mental, and emotional development of the child are presented.

Practical Experience. This phase of the training is most vital. Summer projects planned by the students and rated by regular members of the College staff afford opportunities in practical experience in the roles of home-making and professional life.

Home Economics Organizations. The Home Economics Club is affiliated with the State and National Home Economics Association. This affiliation is a means of keeping informed on the club activities of national importance. All home-economics students who make application for membership in the club are admitted and enjoy the rights and privileges upon the payment of their dues. The club aims to develop a social interest among the students in the department. It is a means whereby the new student finds friends and is helped in adjusting himself to college life and in getting acquainted with other activities outside of the department. Through the year the students enjoy together picnics, parties, and dances. One large formal banquet is given for the freshmen and sophomores in the first semester. A notable social occasion in the second semester is the "Merry-Go" for the juniors and seniors. At the regular meetings of the club interesting programs are presented under the direction of the club sponsor. Every opportunity is offered to develop initiative, leadership, comradeship, and social adjustment. Membership in two extra-curricular activities each year is required by the College.

Kappa Omicron Phi is a national honorary home-economics sorority. This sorority was established to further the best interests of home economics by developing women with higher ideals of sane living; with broader social, higher intellectual and cultural attainments; with a definite responsibility for solving social and economic problems; with a deeper appreciation for the sanctity of the home; and with a scientific attitude toward homemaking.

The Placement of Graduates. The Director of the Home Economics Department assists all graduates in obtaining suitable teaching positions. Every effort is made to place the graduate in the community in which she can render the best service. Graduates of the department who are teaching and have made good teaching records are given, on application, assistance by the Director when a change in position is desired.

Student Teaching. Student Teaching in Home Economics is done in the junior and senior high schools of Indiana, Johnstown, and in the vocational home economics departments at Barnesboro, Blairsville, Dayton, Portage, Elders Ridge, Latrobe, and Penn Township. A full semester of student teaching is required of all candidates for graduation. This work is carefully supervised by the supervisors of student teaching in the Department of Home Economics.

Expenses. The entire expense for a school year of thirty-six weeks amounts to approximately \$482.00. The costs for one semester are itemized below. (Also see pages 18-21.)

Contingent Fee (payable in two installments)	\$ 72.00
Housing Fee	126.00
Activity Fee	8.00
Books, Equipment, etc. (approximately)	35.00
	<hr/>
	\$241.00

CURRICULUM IN HOME ECONOMICS

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I, including Library Science	4	3
Physical Activity	2	1
Place and Purpose of Edu- cation in the Social Order	3	3
Principles of Design I	4	3
Clothing I	6	3
Textiles	4	2
	<hr/>	<hr/>
	23	15

SECOND SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Physical Activity	2	1
Foods I	7	3
Chemistry (Inorganic)	6	4
Principles of Design II ...	3	2
Physiology	4	3
	<hr/>	<hr/>
	25	16

THIRD SEMESTER

English II	3	3
General Psychology	3	3
Foods II	7	3
Clothing II	4	2
Applied Design I (Cos- tume)	3	2
Chemistry (Organic)	4	2
Appreciation of Music	3	2
	<hr/>	<hr/>
	27	17

FOURTH SEMESTER

Educational Psychology ...	3	3
Principles of Economics ..	3	3
Clothing III	4	2
Household Management I (Equipment)	6	4
Chemistry (Physiological)	4	2
Appreciation of Art	3	2
	<hr/>	<hr/>
	23	16

FIFTH SEMESTER

	Clock Hours	Semester Hours
Home Management II (Economics)	3	3
Nutrition	4	3
Child Development	3	2
Family Health	3	2
Home Management III (House)	9	3
American Government	3	3
	—	—
	25	16

SIXTH SEMESTER

	Clock Hours	Semester Hours
Home Economics Education II (Vocational)	3	3
Nursery School Child	5	2
Applied Design II (Household)	5	3
School Lunchroom Management	8	3
Electives	6	6
	—	—
	27	17

SEVENTH SEMESTER

Home Economics Education III (Vocational)	2	2
Student Teaching	16	8
Family Relationships	2	2
Elective	3	3
	—	—
	23	15

EIGHTH SEMESTER

Bacteriology	4	3
Principles of Sociology ...	3	3
Consumer Education	3	3
Visual Education	2	1
Electives	6	6
	—	—
	18	16

REQUIRED COURSES FOR ALL HOME ECONOMICS STUDENTS

CLOTHING AND TEXTILES

Clothing I

3 semester hours credit

This course provides for an introductory study of the principles involved in the selection, construction, and buying of clothing. A study is made of sewing equipment and of the parts and use of the sewing-machine attachments. Study and use of commercial patterns as well as pattern drafting and flat pattern designing are used in connection with the construction of several garments.

Clothing II

2 semester hours credit

This course provides an intensive study of the practical methods of solving fitting problems and applying the principles of dress design. Practical applications are made by draping on a dress form padded according to individual measurements.

Clothing III

2 semester hours credit

This course provides for the further development of the techniques in clothing construction with emphasis on ready-made versus hand-tailored coats and suits. Care, repair, and renovating of garments are included.

Textiles

2 semester hours credit

This course makes a study of the textile fibers in order to provide a background for selection of fabrics from the standpoint of suitability, durability, economic and hygienic values. The factors influencing cost and quality, the methods of weaving, the various weaves and their desirability are studied. Testing of fibers and fabrics is done by using the microscope and several practical home tests. Prerequisite or co-requisite: Inorganic Chemistry.

Consumer Education

3 semester hours credit

This course aims to give the individual a sound and fundamental understanding of his situation as a consumer buyer, knowledge of the problems involved in buying and difficulties encountered in solving them, and a program for the improvement of the situation.

Family Relationships

2 semester hours credit

This course presents a historical and philosophical overview of the development of the modern American family. It shows how the background of family life determines personalities, attitudes, and standards of living. A critique of the causes of disintegration and reintegration of family life is presented.

Child Development

2 semester hours credit

This course deals with the pre-natal period as well as the period of infancy. Care of the mother during the pre- and post-natal periods, care of the new-born infant and the development of the baby in the home management house are studied.

Nursery-School Child

2 semester hours credit

This course affords an opportunity to study the child of pre-school age. The theories underlying the physical, social, mental, and emotional development of the child are presented. Special emphasis is placed on habit formation and play.

FOODS AND NUTRITION**Foods I**

3 semester hours credit

This course is the first course in college foods. It is designed to prepare students to teach foods. It is planned to aid in understanding the underlying principles of preparation and service of meals on a family basis. The wise selection of foods is considered from the standpoint of manufacture, food nutrients, and costs. Prerequisite: High School Foods highly desirable.

Foods II

3 semester hours credit

This course is a continuation of Foods I. Problems requiring a longer time to complete are reserved for this course. Food preservation

and meat selection and preparation are among the units offered. Meal planning and table service are carried further than in the first course. Prerequisite: Foods I.

School Lunchroom Management

3 semester hours credit

This course in lunchroom management trains the student in directing school cafeterias and emphasizes good nutrition as well as the preparation and serving of tasty, attractive foods. The distinct educational significance of the school cafeteria is stressed. Laboratory work includes management, marketing, menu-making, accounting, food preparation and serving.

Nutrition

3 semester hours credit

This course includes a study of the nutritive value of foods and the essentials of an adequate diet. An application of such knowledge is made to the nutritional requirements of the individual through childhood, adult life, and old age in the light of related sciences. The course also treats of the adaptation of diet to common disorders of nutrition. Prerequisites: Foods I and Chemistry.

HEALTH

Family Health

2 semester hours credit

This course reviews health habits of the college student, and a definite attempt is made to practice these habits. Scientific terms and information promoting an intelligent understanding of the various illnesses are included. The laboratory practice covers techniques in nursing and care of the sick. Prerequisites: Inorganic Chemistry, Nutrition, Science I (Biology), Science II (Bacteriology).

HOME MANAGEMENT

Household Management I (Equipment)

4 semester hours credit

This course aims to show the relationship of the fundamentals of Physics to the problems of the household; to give an understanding of the scientific principles underlying the wise selection and operation of kitchen and laundry equipment; and to study and compare the operation and efficiency of various kinds of household equipment. Prerequisite: The equivalent of high-school physics.

RELATED ARTS

Principles of Design I (Costume)

3 semester hours credit

Exercises in line, dark and light, and color to give experience with the art principles as applied to costume. Study and use of historic pattern and motifs significant in the present. Reading assignments, research, and class discussions.

Principles of Design II (Household) 2 semester hours credit

Application of design principles to interiors; experiences with design and color combinations in wall covering, carpets, rugs, textiles, period and contemporary furniture, house plans. Slide lectures, trips to shops, readings, discussions, and notebook collections of fine examples of subjects studied. Prerequisite: Principles of Design I.

Applied Design I (Costume) 2 semester hours credit

This course includes a study of the selection of clothing for different types of personalities, and the effective use of color, texture, and pattern design in costume. One of the aims is to stimulate thinking concerning individual clothing problems. Prerequisites: Principles of Design I and II.

Applied Design II (Household) 3 semester hours credit

A study is made of home architecture, simple landscaping, house planning, building materials, wall finishes, floors and floor coverings, furniture selection and arrangement, lighting, silver, glass and china. The laboratory work includes trips to stores and homes, arrangement of furniture, and the construction of some article which meets a practical need. Prerequisites: Principles of Design I and II, Clothing I.

PROFESSIONAL

Home Economics Education I (Introduction) 1 semester hour credit

This course aims to acquaint the student with the broad scope of home economics and the ethics of the professional worker trained in home economics. It should develop an appreciation of teaching as a profession. Observations are made of home and professional situations and an effort is made to bring before the student the contributions of leading home economists and of the literature in the field. Prerequisites or co-requisites: Place and Purpose in Education or Introduction to Teaching.

Home Economics Education II 3 semester hours credit

This course applies the techniques of the learning process of the organization and administration of home economics. It includes effective methods of presentation, the study of textbooks, testing, use of visual aids, and money management. The work includes readings, discussions, and reports. Prerequisites: Home Economics Education I, Education Psychology.

Home Economics Education III 3 semester hours credit

This course deals with the historical development and the philosophy underlying vocational education. Emphasis is placed on home economics. Theories of curriculum construction are applied in the working out of units suitable for use in home economics courses. The home projects and the use of the home visit are considered in detail. The work includes readings, discussions, and reports. Prerequisite: Home Economics Education I.

Observation or Supervised Teaching

2 semester hours credit

This course aims to acquaint the student with the many responsibilities of the teacher of home economics. Opportunities for observation and participation will be given in home-room experience and in teaching varying types of lessons. Prerequisites: Home Economics Education I, II, and III.

Student Teaching

6 semester hours credit

The experiences of a student teacher will include teaching situations under master teachers in general and vocational schools. Every effort will be made for direct contacts with the lives of the pupils through the actual supervision of home projects and the making of home visits. Prerequisites: Home Economics Education I, II, and III.

ELECTIVES FOR HOME ECONOMICS STUDENTS

These courses are available for students in home economics who desire to broaden their training in a special field of home economics instead of carrying a minor in some academic field.

Clothing IV

2 semester hours credit

This course develops an appreciation of what constitutes good design in hats as part of the complete ensemble. It includes the selection and construction in remodeling hats for different seasons.

Clothing V

2 semester hours credit

This course is a study of the infant and pre-school child's wardrobe including selection of the materials and construction of garments appropriate to the child's physical, mental, and emotional development.

Advanced Costume Design

3 semester hours credit

This course strives to develop creative power in costume designing with emphasis on originality and individuality. Work in draping and modeling on the form, based on special needs and interests of the students, is included. This course, planned to meet the needs of teachers who wish to acquire a knowledge of the recent developments in this field, is a lecture and laboratory course. Prerequisites: Clothing I, Applied Design I, and the consent of the instructor.

Special Problems in Clothing

3 semester hours credit

This course includes various phases of clothing problems and is suited to individual student needs. Problems such as selection, construction, and remodeling of hats; selection of clothing for the pre-school child; making of illustrative material in preparation for teaching are presented. Prerequisites: Clothing I and II and consent of the instructor.

Special Problems in Foods

3 semester hours credit

This course includes newer phases of food problems arranged to meet the particular needs of the group or of individuals. Food for special occasions, foreign cookery, and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II and consent of the instructor.

Clinic in Home Economics Education

3 semester hours credit

This course is handled largely on the workshop plan. A study is made of the various phases or units of home economics needed for adequate preparation for everyday living in the home, the family, the community. The philosophy underlying each unit and the objectives to be secured will be analyzed and the methods and techniques for handling such units will be presented.

REQUIRED COURSES IN OTHER FIELDS

Several courses in other departments are required for graduation in the Home Economics Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	<i>Page</i>		<i>Page</i>
English I	58	Appreciation of Art	94
English II	58	Appreciation of Music	130
Literature I	58	Physical Activity HI; HII	71
Place and Purpose of Education		Visual Education	52
in the Social Order	51	Inorganic Chemistry IH	82
Psychology—General	51	Organic Chemistry H	82
Psychology—Educational	51	Physiological Chemistry H	82
Principles of Economics	84	Physiology H	82
Principles of Sociology	85	Bacteriology	82
American Government	84		

ELECTIVES IN OTHER FIELDS

Electives may be chosen from any of the other fields.

MUSIC EDUCATION DEPARTMENT

IRVING CHEYETTE, *Director of Department*

LOLA A. BEELAR

AAGOT M. K. BORGE

MARY ELIZABETH DUNLAP

THOMAS J. HUGHES

MARY R. LOWMAN

IRMA BARTHOLEMEW MARLIN

MARY HELENA MULDOWNNEY

HELEN C. PRUTZMAN

PEARL R. REED

JAMES H. REMLEY

LAURA M. REMSBERG

LAWRENCE C. STITT

The State Teachers College, Indiana, Pennsylvania, is authorized by the State Department of Public Instruction to offer the degree curriculum for the preparation of supervisors and special teachers of music.

Opportunities in Music Education. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality, who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high-school graduates whose interest and abilities lead them to select the teaching of music as their profession.

The College has the faculty and equipment to offer and successfully carry out every phase of the preparation and development of public-school music teachers and supervisors.

Requirements for Admission. Applicants for entrance to the Music Education Department meet the general requirements for admission as given on pages 00-00 of this catalog.

In addition, the applicant should meet the following special requirements which are considered necessary for successful work in the music department:

1. The possession of an acceptable singing voice.
2. Musical sensitivity in such matters as pitch discrimination, tonal and rhythmic memory, harmonic sensitivity.
3. A musical background as a result of private study or a successful public-school music experience.
4. The ability to play the piano or an orchestral or band instrument, representing several years of study and a high degree of performing skill.

The personal interview for music students is given by the Director of the department. This interview has proved to be helpful in aiding the applicant to determine his fitness for the work in the music curriculum. Since we have more candidates than can be accepted, it is advisable for the prospective student to make application for admission to the Registrar of the College and arrange for an interview early in the new year.

Expenses. The entire expense for a school year of thirty-six weeks amounts to approximately \$492.00. The costs for one semester are itemized below. (Also see pages 18-21.)

Contingent Fee (covering the cost of class instruction, private lessons, and piano rental)	\$ 90.00
Board, Room, and Laundry	126.00
Books, Music Supplies, and Instrumental Rental, etc.	22.00
Student Activity Fee	8.00
	<hr/>
	\$246.00

The statement on Private Instruction Fees found under Fees, page 00, does not apply to the students enrolled in the Music Supervisors' Curriculum. The above itemized statement of costs includes all fees charged for enrollment in the Music Supervisors' Curriculum.

Student Teaching. Students in the Music Curriculum at Indiana gain their knowledge of and experience with teaching situations through three definite steps and procedures:

1. By observation periods in the training school during their freshman and sophomore years. These observations are designed to teach techniques while students are taking prerequisite courses in college, not to professionalize subject matter.

2. In observation and actual teaching assignments in the training schools during the junior year as part of the courses in Methods and Materials. These assignments are limited in scope but definite as to requirements and responsibility.

3. In twelve semester hours of Student Teaching required during the senior year. This work is done in the elementary and junior high schools located on the college campus and in the elementary, junior, and senior high schools of Indiana.

All Student Teaching is done under careful, personal supervision of critic teachers.

The student-teaching assignments are made so that each student may have experience in teaching a period of 18 weeks in the elementary

grades and a period of 18 weeks in the junior and senior high schools. Personal responsibility for the quality and progress of the music work in each of these assignments gives the young teacher a background of experience in meeting and solving the psychological and technical problems common to the varying age levels.

The student teaching program at Indiana is the most complete program to be found in the state, and includes the teaching of vocal literature, beginning bands and orchestras, class piano, eurhythmics, music appreciation at the elementary school level; boys' and girls' glee clubs, mixed chorus, general music, music appreciation, band and orchestra at the junior-high-school level; chorus, orchestra, band, harmony, baton twirling, marching, band maneuvers, class voice at the senior-high-school level, thereby providing a rich background of student-teaching experiences which well equips our students to take their place in the field of music education.

CURRICULUM IN MUSIC EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I, including Library Science	4	3
Place and Purpose of Edu- cation in the Social Order, including School Visita- tion	3	3
Harmony I	3	3
Solfeggio I (Sight Read- ing)	3	2
Ear Training I	3	2
Private Study: Voice, Piano, Strings (Violin, Viola, 'Cello, Bass); Woodwinds (Flute, Oboe, Clarinet, Bassoon); Brasses (Trum- pet, French Horn, Trom- bone, Tube); and Percus- sion Instruments, Chorus, Orchestra, and Band. Work arranged for great- est benefit of students ...	9	3
Health Education	2	1
	<hr/>	<hr/>
	27	17

SECOND SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Fundamentals of Speech ..	3	3
Harmony II	3	3
Solfeggio II (Sight Read- ing)	3	2
Ear Training II	3	2
Private Study (See First Semester)	9	3
Physical Education Activity	2	1
	—	—
	26	17

THIRD SEMESTER

	Clock Hours	Semester Hours
Methods I	3	3
History of Civilization ...	4	4
Harmony III	2	2
Solfeggio III (Sight Read- ing)	3	2
Ear Training III	3	2
Eurythmics I	2	1
Private Study (See First Se- mester)	9	3
	—	—
	26	17

FOURTH SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Appreciation of Art	3	2
Harmony IV	2	2
Elements of Conducting ...	2	2
Methods and Materials II ...	4	3
Eurythmics II	2	1
Private Study (See First Se- mester)	9	3
	—	—
	25	16

FIFTH SEMESTER

General Psychology	3	3
Principles of Sociology ...	3	3
Harmony V	2	2
Advanced Instrumental Con- ducting	3	3
Methods and Materials III	4	3
Private Study (See First Se- mester)	9	3
	—	—
	24	17

SIXTH SEMESTER

Educational Psychology ...	3	3
Harmony VI	2	2
Elective	3	3
Advanced Choral Conduct- ing	3	3
American Government ...	3	3
Private Study (See First Se- mester)	8	2
	—	—
	22	16

SEVENTH SEMESTER

Physical Science	4	3
Student Teaching and Con- ferences	8	6
Private Study (See First Se- mester)	6	2
History and Appreciation of Music I	3	3
Technic of Teaching and Supervision	1	1
	—	—
	22	15

EIGHTH SEMESTER

Educational Measurements .	2	2
Student Teaching and Con- ferences	7	6
Private Study (See First Se- mester)	6	2
Elective	3	2
History and Appreciation of Music II	3	3
	—	—
	21	15

REQUIRED COURSES FOR ALL MUSIC EDUCATION STUDENTS

APPLIED MUSIC

INDIVIDUAL INSTRUCTION

The curriculum in music is designed to give opportunity for intensive preparation in musical content and skills. Continuous study of voice, piano, orchestral and band instruments is required as an integral part of a well-planned series of musical, cultural, and professional courses. Such study is essential in the preparation of teachers who are to function as leaders in music education, and this work is offered to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum. These courses may be taken as electives by students in other departments upon payment of an additional fee (See page 19.)

Vocal Instruction. This course is designed to develop the student's ability to the maximum through physical, psychical, spiritual, and emotional media. Basic fundamentals and principles are stressed through correct posture, breathing, and co-ordination of "free activity." Musicianship is developed through interpretative analysis of rote and art songs.

Piano Instruction. In this course piano performance is correlated with all of the theoretical aspects of the music curriculum. The development of fundamentals of good technic, sight-reading ability, fundamentals of touch, correct interpretation, accompanying of vocalists and instrumentalists are all emphasized.

String Instruction. This course embraces a progressive procedure of study adapted to the technical and musical needs and abilities of the student. Definite achievement in the playing of solo, chamber, and orchestra music of all schools of musical art is stressed.

Wind Instrument Instruction. This course provides the student with abilities and knowledge sufficient to deal intelligently with instruction in the public schools. Technical skill is developed to the maximum ability of each student, emphasizing proper tone production, development of embouchure, breath control, articulation, and fingering technics as used by professionals.

CLASS INSTRUCTION

Since class instruction predominates in the teaching of public-school music, it is imperative that prospective music teachers become familiar with the technics of class management; the psychology of class teaching; and the materials available for class teaching in voice, piano, orchestral, and band instruments. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Individual instruction and class instruction are co-ordinated in a flexible manner calculated best to promote individual progress.

Group Voice Instruction (For Beginners). This course is organized to further the development of musicianship through the physical, mental, and artistic media. Fundamentals and basic principles are stressed through correct posture, breath control, co-ordination, and freedom of the vocal mechanism. Artistry in vocal performance is stressed. Methodology emphasizes the ability to listen intelligently; give constructive criticism; master vocal terminology related to experience; develop poise in stage and classroom deportment; foster intelligent leadership in music education through initiating small choral ensembles.

Group Voice Methods (For Advanced Students). This course includes an analysis of the technics of class instruction in voice; a study of various methods in use for this purpose; a survey of ensemble literature including madrigals, trios, quartets, and larger groups. Opportunity is provided for appearances in school and community recitals, and in radio broadcasts.

Class Piano Instruction (For Beginners). This course is designed to develop general musicianship, reading ability, and the fundamental technic necessary for good tone production. Simple folk songs and the easier selections from the classics are used for solo and ensemble playing. This work is closely correlated with theoretic aspects studied in solfeggio and harmony classes.

Advanced Piano Ensemble. This is a survey course for students with superior ability at the piano. It aims to acquaint the students with literature for solo performance and for four hands or more, including two-piano compositions, symphonies, and overtures. Emphasis is on interpretation and the improvement of sight-reading ability leading to growth in musicianship and appreciation. Opportunities are provided for appearances in public recitals in school, community, and radio broadcasts. A survey of class piano methods is included in this course.

Class Violin Instruction (For Beginners). This is a course in beginning violin playing as a practical introduction to the technical problems involved in the performance of stringed instruments. Instruction is carried on as in the public schools, students thereby becoming familiar with class technics as well as the technic of the instrument.

String Ensemble Instruction (For Advanced Performers). This course provides a study of quartet style and quartet literature of the classic and modern schools. Ensembles are organized on the basis of individual ability in order to secure homogeneous grouping for the study of graded literature. Opportunities are provided for public appearances in school and community recitals, and in radio broadcasts.

String Class Methods. This course studies class instruction as carried on in the public schools. Problems of class organization and procedure are demonstrated and a survey of materials is made. Provision is made for observation of violin class instruction in the public schools. Prerequisite: at least one year of violin instruction.

Beginning Orchestra. This course includes participation in a beginner's orchestra with a view to becoming familiar with several orchestral instruments through the song approach as well as becoming familiar with orchestral routine. Work with instruments other than those already played.

Woodwind Class Instruction (For Beginners). The clarinet is studied for at least one semester as a basic instrument. During the second semester, students rotate study of the remaining woodwind instruments including flute, oboe, English horn, bassoon, alto clarinet, bass clarinet, and saxophone. This procedure enables them to become familiar with the technic of teaching homogeneous and heterogeneous groups, the materials available for such instruction, and the technical problems to be met in the study of these instruments.

Brass Class Instruction (For Beginners). The cornet or trumpet is studied for at least one semester as a basic instrument. During the second semester, students rotate study of the remaining brass instruments including alto horn, French horn, baritone, trombone, and tuba. This procedure enables them to become familiar with the technic of teaching homogeneous and heterogeneous groups, the materials available for such instruction, and the technical problems to be met in the study of these instruments.

Advanced Vocal Ensemble (For Advanced Students). Students chosen to participate in these groups must prove themselves capable of demonstrating superior vocal ability as soloists. These ensembles study quartet literature including compositions from opera, oratorio, and the madrigal school. Concert appearances are provided through recitals and broadcasts.

Advanced Wind Ensembles (For Advanced Performers). Woodwind and brass ensembles as well as mixed groups are organized according to individual abilities to survey graded literature for such ensembles, and to study ensemble style. Opportunities are provided to appear in public recitals in school and community, and in radio broadcasts.

LARGER MUSICAL ORGANIZATIONS

College Choir. This organization is devoted to the study of choral music and a demonstration of methods and procedures for the attainment of superior choral singing. Essentials of singing are stressed including posture, breath control, elimination of tension, proper resonance, distinct and natural pronunciation, phrasing, style, and interpretation. This course is required for juniors and seniors in the Music Curriculum. It is elective and selective for sophomores and freshmen in the Music Curriculum, and to students in the rest of the College.

Vesper Choir. The Vesper Choir is a girls' organization. Membership is required of all freshman and sophomore girls in the Music Education Department and is open to a limited number of girls from other

departments. The materials used represent a high type of musical literature. The work is largely *a cappella*. This group performs for the Sunday vespers.

Piano. Students must demonstrate an ability to play a prepared solo representing at least Fourth Year of study; play an accompaniment to a song, an instrumental solo, and accompaniments from the music-text series as published for junior high schools; harmonize at the piano a simple melody such as is published for primary grades; harmonize scales in any major or minor key; and transpose a simple folk song to any key.

Orchestra and Band Instruments. Students must be able to perform artistically on one instrument of the band or orchestra such music as is announced for solo performance in the National Contest list; perform with merit on one instrument from each choir of the orchestra, namely, a string instrument, woodwind, and brass instrument, such material as is played by Intermediate orchestra or band ensembles; demonstrate and play all orchestra and band instruments using folk songs and scales as illustrative material; demonstrate familiarity with the problems of bowing and fingering all string instruments; embouchure, breath control, articulation, and fingering of all wind instruments. Superior pianists or vocalists may offer these media for solo performance in place of an orchestral instrument.

Examination Committee. At any time during a student's career in the department, he may make a request to the Director to take the Performance tests for graduation which will be given at the end of each semester. Students who can satisfactorily meet certain of these requirements before the end of the fourth year may then devote the time saved to the development of further skills in other aspects of their applied music preparation. The examining committee consists of the applied music teachers in each field, with the Director and another faculty member constituting the other members of the committee.

CONCERTS, RECITALS, AND BROADCASTS

Any music curriculum which fails to materialize into functional use to the College and community is sterile. The knowledge and skills acquired must be adequately translated into usefulness through individual and ensemble performances. Much experience in listening to and participating in concerts, recitals, and broadcasts is provided throughout the school year. These functions may occur as informal studio recitals, Music Club informal recitals, formal evening concerts, co-operative festival programs, union church service of music, faculty-student recitals, assembly music programs, service club concerts and other activities. The department broadcasts a Music Appreciation Series over Radio Station WHJB, Greensburg, each week during the second semester.

RECORDING EQUIPMENT

The College owns its own recording equipment which makes possible constant testing in applied music. Our students make frequent recordings during the year to check their individual growth in voice and instrumental performance. Recordings are also made of the ensembles and the larger musical organizations. These are purchased by the members of these musical groups for reference use and also as mementos of many glorious experiences in singing and playing with choir, band, orchestra, and chamber groups.

MUSIC EDUCATORS CLUB ACTIVITIES

All students of the Music Education Department are automatically members of the Music Educators Club. This organization sponsors trips to Johnstown and Pittsburgh to hear the major symphony orchestras and world-renowned concert artists and ensembles. Each class within the club sponsors student recital-teas periodically. Such activities provide opportunities for a desirable type of social intercourse and educate students in accepting responsibility and acquiring social grace so essential to the music educator. Student representatives elected by the Club sit in as part of the Music Education Council of Faculty and Students, which determines the policies of the department within the framework of the College.

THEORY OF MUSIC

Harmony I

3 semester hours credit

This course offers a brief review of the essentials of music notation; the study of intervals, scale forms and key signatures, harmonization of chord progressions involving triads in root position and inversions. The procedure includes eye, ear, and keyboard, with constant emphasis on the musical aspects of the work.

Harmony II

3 semester hours credit

This course covers the use of the dominant seventh chord and its inversions, cadences, sequences, passing and auxiliary tones, and simple modulations. Keyboard work is continued and original use of acquired material is begun.

Harmony III

2 semester hours credit

Chords of the seventh on the leading tone in major and minor keys, secondary sevenths, chords of the ninth, chromatically altered chords and embellishments are included in this course. Increased attention is paid to the emotional effects of dissonance. Harmonic analysis is stressed.

Harmony IV (Keyboard Harmony)

2 semester hours credit

Summation and application of previous knowledge and experience to gain facility in harmonization at the keyboard. Includes harmonization of folk songs and melodies commonly used in the schools and community, transposition, sequence building, creative work at the piano, and harmonic memorization.

Harmony V

2 semester hours credit

This course includes a study of form and analysis. A study is made of harmonic analysis; the structural designs commonly employed in musical composition; the smaller units of structure, the song-forms, rondo, sonatina and sonata-allegro forms. Original composition in the smaller forms is included.

Harmony VI

2 semester hours credit

Original composition comprises this course. The course includes musical settings of texts for solo voices and for vocal groups; instrumental composition in various forms and adapted to various solo instruments or instrumental ensembles; and arrangements of folk-song material for vocal and instrumental groups.

Solfeggio I

3 semester hours credit

This course is designed to give the student mastery of the printed music score so that he may interpret fluently, artistically, and accurately all commonly used music symbols, including tonal patterns, rhythmic notation marks of expression and interpretation. Emphasis is placed on training the eye to see and the memory to retain increasingly larger time and tone groups. Music approximates difficulty of that intended for Grade V.

Solfeggio II

2 semester hours credit

At the end of the second semester, the student should be able to read the material intended for Grades VI-VIII and should be able to carry successfully any part assigned in part singing at this level of difficulty.

Solfeggio III

2 semester hours credit

This is an advanced course developing the ability to read at sight music containing difficult intervals and rhythms, chromatic harmonies and modulations, individual singing including quartet singing with particular attention to distinctness and naturalness of pronunciation. Special stress on artistic sight singing of words and music and the feeling for phrase and cadence.

Ear Training I

2 semester hours credit

This course takes up the study of tone and rhythm so that students will gain power to recognize, visualize, sing, and write melodic phrases in all keys from dictation.

Ear Training II

2 semester hours credit

This is a continuation of melodic dictation, giving special emphasis to the development of musical memory and to the ability to write comparatively difficult rhythms and melodic phrases after one hearing. Beginning of chord dictation, utilizing the simpler harmonic progressions encountered in Harmony I and II.

Ear Training III

2 semester hours credit

This is an advanced course devoted to the study of tone and rhythm as applied to harmony and melody writing; the singing, aural recognition, and writing of chords and intervals in major and minor keys; melodies in phrase and period form; visualization and memory drills.

Eurythmics I

1 semester hour credit

This course aims to give a systematic development of musical perception, appreciation, and creative imagination, through varied rhythmic bodily responses. It endeavors to unify physiological, social, and musical factors through co-ordinated rhythmic activity. •

Eurythmics II

1 semester hour credit

In addition to being able to express increasingly difficult rhythms and forms, the student now learns to direct others in the various activities, improvises on drum and piano, organizes the work learned to fit in with the needs and capacities of grades to be taught later.

THEORY OF TEACHING AND SUPERVISION

Place and Purpose of Education in the Social Order

2 semester hours credit

This is an orientation course in Education which includes an analysis of factors involved in the educative process; the evolution of modern educational pedagogy from primitive peoples to our own times with particular reference to the contributions made by the arts and music; the growth of the music-education movement in America.

Methods and Materials I (Grades 1, 2, 3)

3 semester hours credit

This course gives a comprehensive and analytical study of the young child's singing voice, of important texts and materials, and of teaching methods suitable for the primary grades. Attention is given to the problems of the monotone; to materials and methods of vitalizing appreciation work; to choosing, memorizing, singing, and presenting rote songs; to methods of presenting rhythm through singing games, interpretative movements, and rhythm band. Preparation of lesson plans, making of outlines, and observation of teaching are required.

Methods and Materials II

3 semester hours credit

The application of principles of education to the teaching of music in the fourth, fifth, and sixth grades is made in this course. Various pro-

cedures are considered, involving the relation and use of music with other subjects of activity programs. The work of each year is considered as well as the problems that confront the grade teacher and supervisor.

Methods and Materials III (Junior and Senior High School)

3 semester hours credit

This course includes a careful study of the changing adolescent voice, its special problems; a survey of materials and methods for this area; the integration of music with other subjects; the problems involved in supervision and in organizing the music curriculum. Observation and an increasing amount of participation in teaching are required.

Psychology of Music

3 semester hours credit

This course is designed to acquaint the student with recent psychological advances in the field of music and to relate these to educational theory and practice. It includes analysis of the psychology of tonal and rhythmic forms; of musical functions involved in listening, performing and composing; of measurement and diagnosis of musical abilities involved in the musical personality. Assigned readings, reports, development of test procedures are used in teaching. Prerequisite: General Psychology.

Elementary Conducting

2 semester hours credit

This course acquaints the student with the art of conducting and provides the necessary baton technic for conducting. Simpler songs and elementary instrumental materials are used in the study and practice of conducting, and an intense study is made of the technics of orchestra and band instruments including transpositions.

Advanced Instrumental Conducting

3 semester hours credit

A laboratory course designed to build skill in baton technic; development of musicianship through interpretative analysis of representative works capable of being performed by senior-high-school and college instrumental groups; survey of materials for high-school bands and orchestras; study of individual instrument techniques, phrasing, bowing, intonation, and ensemble. Opportunity is provided to conduct the College Symphony and the College Band in rehearsal and to conduct school assembly programs. Prerequisite: Elementary Conducting.

Advanced Choral Conducting

3 semester hours credit

An advanced course placing special emphasis upon preparation for conducting glee clubs and choruses. It includes a survey of suitable materials; problems of organization and maintenance of groups; rehearsal technics; program building; conducting recitative and free rhythm; appearance and grouping of choirs; preparation for festivals and contests; technic of radio broadcasting; and a study of interpretation including development of tone quality, blend, balance, intonation, unanimity, and phrasing. Prerequisite: Elementary Conducting.

History and Appreciation of Music I

3 semester hours credit

Beginning with a rapid survey of contemporary developments and tendencies, the development of music is shown from primitive beginnings through the Classic Age. Great movements in musical developments are traced, with their political and social background. The course aims to extend the student's familiarity with music literature, and to develop an understanding and appreciation of music as a vital factor in life.

History and Appreciation of Music II

3 semester hours credit

Beginning with Beethoven and the development of the Romantic movement, this course deals with the great masters of the 19th century and with the development of such art forms as the art song, the piano solo, the symphonic poem, and the latter nineteenth-century opera.

Curriculum Materials, Selection and Adaptation

1 semester hour credit per semester

This course presents a summation of the previous three years work designed to enable the students to establish a philosophy of education which will relate education theory to practice. An analysis of the problems involved in curriculum reconstruction, and the preparation of a course of study in music education from pre-school age through adult life based on the needs of the individual, the school, and community.

Student Teaching and Conferences 6 semester hours credit per semester

All student teaching is done under the careful, personal supervision of critic teachers. Student-teaching assignments are made so that each student may have experience in teaching: (1) in each of the six elementary grades for a period of eighteen weeks; (2) in the secondary schools for a period of eighteen weeks; (3) in instrumental instruction for eighteen weeks; (4) class voice and class piano teaching for nine weeks. Personal responsibility for the quality and progress of the music work in each of these assignments gives the young teacher a background of experience in meeting and solving the psychological and technical problems common to the varying age levels.

ELECTIVES IN MUSIC EDUCATION FOR MUSIC MAJORS**Orchestration for School Bands and Orchestras** 3 semester hours credit

This is a practical course in the rudiments of scoring for small and large ensembles including transpositions; cross-cuing; scoring for strings, woodwinds, brasses; arranging and transcribing of songs, piano music; scoring of marches and dance forms. Prerequisites: Harmony I through IV.

Instrumental Methods and Materials

3 semester hours credit

A survey course of the newest texts in the teaching of instrumental music; development of a course of study in instrumental music; tests and measurements in this field; the administration of an instrumental department studying scheduling of classes, financial responsibilities, organization problems.

These courses are available for those music students who desire to broaden their musical preparation in place of earning minor certification in an academic field.

REQUIRED COURSES IN OTHER FIELDS

Several courses in other departments are required for graduation in the Music curriculum. Following is a list of these courses with the page number where descriptions may be found:

	<i>Page</i>		<i>Page</i>
English I	58	Educational Measurements	52
English II	58	History of Civilization	84
Fundamentals of Speech	58	Principles of Sociology	85
Literature I	58	American Government	84
Place and Purpose of Education •		Health Education	70
in the Social Order	51	Physical Science	79
General Psychology	51	Appreciation of Art	94
Educational Psychology	51		

ELECTIVES IN OTHER FIELDS

Electives from any of the other fields may be chosen by those students who establish a high record of achievement in their major field leading toward the completion of requirements for certification in these respective fields.

ELECTIVES IN MUSIC FOR NON-MUSIC STUDENTS

Any of the courses in the Music curriculum are available to students in other departments. There are no fees for the larger musical organizations, which are considered extra-curricular for non-music majors

ENROLLMENT 1940-41

COLLEGE ENROLLMENT BY CURRICULA

	Male	Female	Total	Total by Curricula
Intermediate Curriculum:				
1st Year	5	19	24	
2nd Year	5	24	29	
3rd Year	9	44	53	
4th Year	9	40	49	
			—	155
Kindergarten-Primary Curriculum:				
1st Year	0	47	47	
2nd Year	0	39	39	
3rd Year	0	37	37	
4th Year	0	34	34	
			—	157
Secondary Education Curriculum:				
1st Year	42	29	71	
2nd Year	23	23	46	
3rd Year	37	12	49	
4th Year	33	21	54	
			—	220
Art Curriculum:				
1st Year	9	17	26	
2nd Year	7	11	18	
3rd Year	2	15	17	
4th Year	3	12	15	
			—	76
Business Education Curriculum:				
1st Year	44	91	135	
2nd Year	43	50	93	
3rd Year	35	48	83	
4th Year	27	47	74	
			—	385
Home Economics Curriculum:				
1st Year	0	110	110	
2nd Year	2	78	80	
3rd Year	0	70	70	
4th Year	0	44	44	
			—	304
Music Curriculum:				
1st Year	16	34	50	
2nd Year	26	10	36	
3rd Year	17	14	31	
4th Year	14	20	34	151
Totals	408	1040	1448	1448

COLLEGE ENROLLMENT BY COUNTIES

County	Total	County	Total
Adams	4	Jefferson	51
Allegheny	190	Lackawanna	1
Armstrong	68	Lancaster	2
Beaver	17	Lawrence	27
Bedford	17	Lehigh	3
Berks	2	Luzerne	6
Blair	14	Lycoming	1
Bucks	1	McKean	4
Butler	12	Mercer	17
Cambria	163	Mifflin	1
Carbon	2	Montgomery	8
Center	6	Northampton	4
Clarion	10	Northumberland	2
Clearfield	40	Perry	4
Clinton	1	Philadelphia	3
Crawford	8	Potter	1
Cumberland	9	Schuylkill	4
Dauphin	10	Snyder	1
Delaware	4	Somerset	63
Elk	9	Tioga	2
Erie	14	Venango	13
Fayette	32	Warren	6
Forest	1	Washington	48
Franklin	7	Westmoreland	132
Fulton	2	York	4
Greene	5	Out-of-State	6
Huntingdon	5		
Indiana	348	TOTAL	1448

COLLEGE LABORATORY SCHOOL ENROLLMENT

Kindergarten	33	Sixth Grade	35
First Grade	30	Seventh Grade	45
Second Grade	35	Eighth Grade	47
Third Grade	27	Ninth Grade	44
Fourth Grade	38	Tenth Grade	38
Fifth Grade	32		
		Total	404

SUMMARY OF ENROLLMENT

First Semester 1940-41

College Enrollment—full-time students	1425
Part-time Students	185
Extension Classes:	
Greensburg	38
Johnstown	33
Somerset	32
Windber	35
	— 138
Total College Enrollment	1748
Enrolled for Private Instruction (Music)	2
Enrollment in Campus Laboratory School	404

Second Semester 1940-41

College Enrollment—full-time students	1337
Part-time Students	148
Extension Classes:	
Cairnbrook	26
Greensburg	27
Johnstown	36
Somerset	19
	— 108
Total College Enrollment	1593
Enrollment in Campus Laboratory School	400
Number of different full-time students during year	1448
Enrollment Summer Session 1940	650
Enrollment Post Session 1940	195

ROSTER OF STUDENTS

1940 - 1941

GRADUATE STUDENTS

Adams, Ross Best	Hildebrand, Mabelle Stella
Baumgardner, Mildred Marie	Joiner, Betty Louise
Beelar, Lola	Kelley, Russell William
Birolo, Mary Margaret	Kraft, Lucy M.
Buchanan, Inez Endora	Kozelsky, Kathryn E.
Byers, Eleanor Jane	Lacy, Kate
Campbell, Mary Belle	McDowell, Ruth Alice
Cassel, Virginia Bell	Magill, Elizabeth Alma
Claycomb, Charlotte Mary	Marshall, Dean Bryon
Cox, Marion Minerva	Maurer, Dorothy J.
Crawford, Charlotte	Meneely, Dorothy Mae
Davison, Margaret Ruddock	Murray, Adam Russell
Diehl, Edgar Dale	Ober, Galen Levi
Dotto, Anthony James	Owens, William Russell
Eggert, Alice E.	Patton, Sara Elizabeth
Fichtner, Mabel Lenore	Porter, Lillian Elfa
Fleming, Lillian Pauline	Rumbaugh, Carolyn Louise
Fulton, Robert James	Shultz, Mildred Mae
Gates, Frances Marlyn	Stephens, Miriam Amelia
Glassford, Mary Ruth	Swank, J. Grant
Graham, Clarence Moore	Thomas, Ruth I.
Graham, Clarence Moore	Thompson, Anna
Green, Carl William	Westrick, Leo James
Harper, Helen Virginia	Williard, Waleska Myrtle
Harrison, William Richard	Wilson, Ferne
Helfrick, Hallie Naomi	Wolfe, Ardena L.
Hesse, Myrtle L.	

ELEMENTARY DIVISION

KINDERGARTEN-PRIMARY CURRICULUM

Seniors

Bond, Margaret Louise	Marietta, Frances Mary
Bussman, Betty Ann	May, Beatrice Louise
Christy, Helen Lois	Reitz, Dorothy Louise
Cramer, Gwendolyn June	Ribblett, Lilla Betty
Folcik, Edna Tillie	Riemann, Margaret Emmaline
Fry, Dorothy May	Robling, Nancy Mae
Gaston, Cora Mardell	Rose, Elizabeth Kuntz
Griffith, Gwendolyn Ruth	Ross, Vivian Cleo
Hawk, Roxie M. Wetzell	Shaffer, Mary Elois
Hockensmith, Doris Jean	Siverd, Mary Kathryn
Huston, Stella Laverne	Small, Eleanor Araminta
Ickes, Sara Grace	Smith, Louise Caroline
Kelly, Elizabeth Claudia	Spires, Garnet May
Kimberland, Nancy Eleanor	Szenyo, Joan Erma
Leyshon, Lillian Alice	Tobias, Elizabeth Eleanor
Mahan, Doris Louise	Tombaugh, Esther Jane
	Truxal, Emma Jane
	Walker, Janet Gayle

Juniors

Adams, Rosella Lillian
 Anderson, Charlotte Ruth
 Baumgardner, Janet Romaine
 Burns, Eleanor Lee
 Chase, June Bush
 Crawford, Frances Marian
 Giannino, Margaret
 Hartley, Elizabeth Eyre
 Hayes, Betty Martha
 Hileman, Dorothy Jane
 Himes, Nina Jane
 Howe, Dorothy Jean
 Hughes, Eleanor Marie
 Inskeep, Margaret Jefferis
 Kitto, Betty Jane
 Leech, Norabel Ruth
 Lewis, Dorothy Winifred
 Lieb, Lucille Theresa
 Lindberg, Louise Jane
 Lloyd, Elizabeth Josephine
 Losasso, Viola Olga
 McCormick, Margaret Louise
 Mikish, Helen Elizabeth
 Opel, Isobel Mary
 Roney, Elizabeth Mary
 Ropelewski, Irene Regina
 Routh, Mary Elizabeth
 Russell, Jeane Charlotte
 Schry, Sara
 Sinclair, Vivian Alma
 Spicher, Beulah Irene
 Solonik, Helen
 Stockberger, Alice Arlene
 Switzer, Frances Elizabeth
 Wallen, Emily Jane
 Watson, Miriam Lillian
 West, Betty Jeanne

Sophomores

Allen, Marthagene May
 Barnhart, Kathryn Virginia
 Boston, Elizabeth Jane
 Caulkett, Charity Roberts
 Cron, Jane Ann
 Cummins, Florence B.
 Davison, Mary Gwendolyn
 Delach, Emily Florence
 Giusto, Josephine Pauline
 Graham, Patricia Connor
 Grube, Vivian Lorena
 Hamberger, Helen Frances
 Hindman, Martha Louise
 Hunter, Rhoda Mabel
 Hutchison, Phyllis Main
 Krisko, Lillian Sylvia
 Lewis, Esther Marie
 Lias, Martha Jean
 McAlevy, Marjorie

McGreary, Elizabeth Jane
 McLaughlin, Anna Ellen
 Moeller, Kathryn Jean
 Morrison, Marian Frances
 Musser, Pauline Louise
 Obester, Helen Marie
 Puskar, Emily Elizabeth
 Rairigh, Kathryn Joyce
 Rifembary, Barbara Eileen
 Sampson, Lois Catherine
 Sanford, Grace Louise
 Scherer, Martha Elsie
 Schratz, Dorothy Louise
 Shirey, Edna Mae
 Shope, Mary Elizabeth
 Shunkwiler, Gladys Maxine
 Shutt, Betty Mae
 Swartz, Mary Jeanne
 Townsend, (Mrs.) Mary Louise
 Walker, Agnes Trythene
 Watson, Marjorie Ann
 Weaver, Betty Lee
 Whitaker, Audrey Berdene

Freshmen

Abel, Christine Louise
 Adair, Mary Elizabeth
 Anderson, Alberta Louise
 Beckley, Eunice Viola
 Bender, Marian Agnes
 Bigler, Florence Jeanne
 Brown, Marguerite Georgianna L.
 Bush, Elizabeth Adeline
 Butler, Phyllis Mae
 Church, Margaret Corrinne
 Clark, Blanche Ethel
 Clouser, Betty Isabel
 Croyle, Mary Lou
 Crum, Betty Eunice
 Cummings, Margaret Ann
 Cunningham, Donna Marie
 Dunlap, Jean Ruth
 Elder, Blanche Louise
 Elliot, Janet Holliday
 Fly, Dorothy V.
 Foertsch, Ethel Mae
 Folina, Alba Nicholena
 Green, Edna Pearl
 Grigsby, Martha Jane
 Harkleroad, Irene Gladys
 Hawkins, Sara Clarinda
 Hepner, Ruth Louise
 Jelovchen, Mary Louise
 King, Jane Louise
 Luffv, Amy Sue
 McElroy, Anna Mizpah
 Martin, Ellen Elizabeth
 Miller, Freda Beryl
 Miller, Janet Joan
 Olson, Helen Jane

Pryor, Evalyn Jean
 Saylor, Ruth Louise
 Shaffer, Mary Christina
 Shaw, Patricia Burton
 Shutter, Dorothy Adeline
 St. Clair, Ivagene
 Stevens, Lois Evelyn

Sullivan, Mary Ellen
 Swanson, Myrna West
 Thomas, Betty Virginia
 Tonkin, Gene Eleanor
 Weatherly, Lenore Alice
 Weaver, Edythe Mae
 Wetzel, Helen Aileen

INTERMEDIATE CURRICULUM

Seniors

Bluhm, Marion Kathryn
 Branthaver, Mary Isabel
 Capizzi, Antonetta
 Carper, Margaret Evelyn
 Cisarik, Elizabeth Anna Mae
 Daugherty, Helen Elizabeth
 Deemer, John Paige
 Denison, Ruby Jean
 Fennell, Lois Virginia
 Field, Mary Faye
 Flecker, Anna Marguerite
 Gelfand, Bessie Clare
 George, Hazel Angeline
 Grexa, Ann Louise
 Harl, Florence Louise
 Hawksworth, Betty Jane
 Horner, Sarah Anna
 Hysong, Marjorie Mae
 Kepple, Florence Isabel
 McClellen, Lucindia Pauline
 McGaughey, Gladys Mae
 McLaughlin, LaVern Gillis
 McMillen, Jean Larue
 Myers, Geneva Irene
 Pesci, Jane Genevieve
 Pierce, Iona Ruth
 Ramsell, Mary Elizabeth
 Rishel, Betty Janet
 Ross, Jeanne Cochran
 Schafer, Mrs. Marian Schrecongost
 Smith, Betty Jane
 Streams, Mary Janet
 Streams, Ruth Adella
 Tronzo, Geraldine Theresa
 Yeager, Mary Andessa
 Younkin, Emily Jane
 Zimmerman, Helen Maxine

Bowers, Ruth Vivian
 Brown, Geraldine Alyce
 Calhoun, Jane Elizabeth
 Conrad, Naomi Catherine
 Cox, George William
 Czerny, Annabelle Aureli
 Ely, Helen Louise
 Fallon, Gladys Josephine
 Fike, Betty Lorraine
 Geisel, Mary Jane
 Gerhardt, Jane Thelma
 Gongaware, Wayne Gale
 Grove, Elenor Matilda Harshb
 Harshberger, Frances Adaline
 Hershberger, Sara Kathryn
 Johnston, Florence Adelaide
 Kantorik, Carl Reuben
 Kearney, Emily Marie
 Kelley, Mabel Claire
 Lehman, Barbara Grace
 Lentz, Catherine Rebecca
 Little, Ann Louise
 McAneny, Mary Elizabeth
 McCabe, Patrick Francis
 McCloskey, Emily Elizabeth
 McCreary, Mary Alice
 McFeater, Anna Margaret
 Marshall, J. Chapman
 Morris, Thelma June
 Mulhollen, Dorothy Helen
 Munn, Alvin Alexander
 Murphy, Dorothy Eleanor
 Panasci, Teny
 Park, Vivian Ruth
 Rairigh, Jane Elizabeth
 Ray, Marie Kathryn
 Roberts, Dorothy Louise
 Salsgiver, Neal Arthur
 Sample, Malcolm Earl
 Sample, Ruth Elsie
 Schneider, Betty Jane
 Smith, Edith Maizetta
 Thomas, Mary Louise
 Uncapher, Jessie Marie
 Whitfield, Pauline May
 Williams, Ruth Lenora
 Wilson, Lois Heilman
 Zellefrow, Martha Kathleen
 Zeltner, Aiberta Mae

Juniors

Adams, Elizabeth Kathryn
 Atkinson, Clifford Waide
 Barr, Gladys Joette
 Bennett, James Rowland
 Billups, Margaret Elinor
 Binkey, Grace Elizabeth

Sophomores

Abbott, Anna Marie
 Barnhart, Margaret Louise
 Baumgardner, Vera Agnes
 Beatty, Ellen May
 Bondi, Sara Joanna
 Boon, Eleanor Lavinia
 Craft, Fred Dodd
 Davis, Anne Katherine
 DeFazio, Peter Paul
 Gerns, Dorothy Virginia
 Gilkey, Charlotte Catherine
 Gustafson, Janet Elaine
 Hayes, Ruth Louise
 Hill, Thomas Quay, Jr.
 Hrezo, John Vincent
 Kenep, Mary Vivian
 Klingensmith, Edna Mae
 Knoff, Carol Maxine
 Lee, William Hugh
 McIntyre, Margery Stede
 Marley, Jack Richard
 Martin, Florence Margaret
 Moliterne, Eleanor Virginia
 Pavlich, Ann Marie
 Randall, Thelma Vivian
 Ray, Harry Woodrow
 Reiman, Helen Ferne
 Rhodes, Constance Louise
 Sarver, Isabel Gertrude
 Somerville, Helen Louise
 Tomanek, Kathleen Jane

Travis, Mary Elizabeth
 Williams, (Mrs.) Janet Zimmerman

Freshmen

Anderson, Howard Blair
 Baldrige, Richard Smythe
 Blankett, Hannah
 Brooks, Iva Margaret
 Clawson, Garnet Glenn
 Dively, Jean
 Elicker, Mary Blanche
 Errett, Lois LaVerne
 Gall, Jeannette
 Gibson, Donald Mott
 Graham, Frederick Fuller
 Johnson, Betty Rose
 Kauffman, Jennie May
 McTigue, Stella Leona
 Milligan, Dale Neale
 Mowery, Ruth Marian
 O'Brien, Mary Patricia
 Raleigh, Ella Marie
 Romanyshyn, Pearl Marie
 Saller, Lillian May
 Sheasley, Donald Leroy
 Stern, Ruth Dorothy
 Stewart, Thelma Eileen
 Wareham, Fanetta Jane
 Waslosky, Betty June
 Williamson, Nancy Jane
 Wilson, Janet Heilman

SECONDARY EDUCATION DIVISION

Seniors

Balionis, William Andrew
 Caldwell, Esther Mae
 Caldwell, Evelyn Rosalie
 Calhoun, Samuel Reed
 Ceraso, Irene Olga
 Cline, Marjorie Helm
 DiMauro, Charles Rudy
 Elko, George Henry
 Fetterman, William Franklin
 Glebovich, Paul Joseph
 Gongaware, Wayne Gale
 Gosnell, Mae Elizabeth
 Grandinett, Harry Felix
 Hargraves, John Morrison
 Harris, Margaret Elizabeth
 Held, LeOra LaRea
 Herron, James Watt
 Hovanec, Albert James Charles
 Jamison, Clair Reyburn
 Johnson, William Patterson

Kirk, Robert Scott
 Knisely, Sarah Allene
 Labash, Ann Louise
 Lingenfelter, John Francis
 McGee, William Harry
 McHugh, Martha Jane
 McKee, James Elder
 Mamula, Mildred
 Markey, Hope Eleanor
 Moorhead, Alice
 Munro, Beth Robertson
 Orlosky, Joseph Leonard
 Palmerino, Lucy Marie
 Reams, James Vernon
 Sandy, Daniel Louis
 Scott, Ruth Minerva
 Shaffer, Kenneth Eugene
 Smith, Henry Jay
 Smith, Thomas Edward
 Stephenson, Clarence David
 Stidham, Charlotte Marie
 Swauger, Craig Giffen

Sybinsky, Andrew
 Tompkins, Mary Elizabeth
 Vinton, John Preston
 Wardlaw, Mary Helen
 Wine, John Richard
 Wise, Barbara Virginia
 Wolfe, Budd Louis

Juniors

Adami, William Stephen
 Alcamo, Frank Paul
 Bagley, Raymond Lloyd
 Beatty, Robert Eugene
 Bergman, Lawrence Dean
 Bernabei, Leo
 Buchanan, Meade
 Buchanan, William George
 Campbell, Thelma Louise
 Cano, John Sylvester
 Carbaugh, Justin Lee
 Casseday, Lillian June B.
 Cicero, Mario John
 Clifton, Margaret Elizabeth
 Crawford, William Dale
 Curley, George M.
 DeMezza, Markle John
 Dick, James Liggett
 Flinn, Paul Short
 Hancock, Mary Pendry
 Hartley, Jess Dyson
 Hedfors, Elsie Gene
 Herman, Robert Martin
 Hess, James Wilbur
 Kolody, John Theodore
 Kotchin, Stanley Paul
 Leard, James Carl
 Lewis, Malissa Ruth
 Lindsey, Eugene Elmer
 Lydick, Alma Louise
 McElhoes, John Edward
 McPhilimy, Harv Simpson
 Mason, James Bithell
 Myers, Ruth
 Pearson, Richard Fredrick
 Penn, Franklin Marvin
 Pounds, John Harold
 Quail, Boblyn LaRue
 Shaffer, Bettv LaRue
 Shaffer, Clairalene Lenore
 Sulkoski, Cecelia Alice
 Sutton, Guy Paul
 Swan, Edmund Bruce
 Timm, Fred Adolnh
 Truby, Charles Hill
 Tyger, Charles Hanna
 Uhler, Rav Cremer
 Wiesen, Henry Hattman
 Zehner, Wayne Carl

Sophomores

Allen, Mary Louise
 Balfour, Dorothy
 Beezer, Robert Hamilton
 Bellotti, Helen Barbara
 Bober, John
 Bowers, Gerald G.
 Bracken, Robert Arthur
 Braffette, Dorothy Evelyn
 Brant, Russell Lee
 Buchanan, Frank A.
 Carbaugh, Gwendolyn Ruth
 Carlson, Alverta Jeanne
 Carney, Harry Arnold
 Cicola, John Joseph
 Daugherty, Jean Burnette
 Depkovich, Thomas Edward
 Douglass, George Wilson, Jr.
 Fatora, John Aloysius
 Fordyce, Mae Jean
 Fyock, Lois Evelyn
 Giunta, Dominick Robert
 Hill, Walter Carleton
 Hohn, Matthew Henry
 Hunter, James Murry
 Hyskell, Virginia Constance
 Jacobson, Lena Jane
 Kime, Donald Goheen
 McCunn, Harrison Blair
 McKee, Betty Ruth
 Mowry, Paul Morgan
 Murray, Betty Jane
 Nelmes, Edwin Vincent
 Nesbitt, Martha Jane
 Nicholas, Margie
 Pignani, Tullio Joseph
 Quinn, James Joseph
 Ramale, Dorothy Amanda
 Romano, Theodora Jeanne
 Ross, Marion Elizabeth
 Schmucker, Gene Calvert
 Slaubaugh, Dorothy June
 Smith, Peggy Lucille
 Streams, Evelyn Grace
 Trimarchi, Eugene James
 Vanderpool, Naomi Ruth
 Varner, Lawrence DeVere
 Wetzel, Sara Jane
 Woods, Helen Jane

Freshmen

Baker, Merle Vernon
 Balog, Victor Joseph
 Boden, Todd Ray
 Bortot, Josephine Marie
 Botsford, Paul L.
 Bowser, E. Earl
 Braughler, John T.
 Brown, Betty Claire

Campbell, C. Maxine
 Carroll, George Anthony
 Commella, Samuel Edward
 Conn, Betty Louise
 Davis, Harry Edmund
 Deane, Paul E.
 Deasey, Wilfred F.
 Dumm, Cornelius M.
 Eckland, Norman Clyde
 Fornella, Catherine Marie
 Fosselman, Mildred Irene
 Gatskie, Michael J.
 Graff, Mary Jane
 Halverson, Priscilla Matilda
 Hansel, George Sheldon
 Henderson, Homer Myron
 Hess, Meda M.
 Hipps, Rose Ann
 Howard, Betty Louise
 Husak, John
 Hysong, Doris Ethel
 Jackson, Helen Louise
 Keith, Marion Heber
 King, Mary L.
 Kish, Nicholas Z.
 Krisko, Andrew Eugene
 Lodge, Florence Ruth
 Longwill, Frances Louise
 McIntyre, Norbert Joseph
 Maurer, Donald LeRoy
 Mauro, Albert Peter

Meehan, Mary Louise
 Menk, Elizabeth Jane
 Miller, Richard Ray
 Mitinger, Catherine
 Moran, Rita Ceceilia
 Mowrey, Muriel Jean
 Moyer, LeRoy Annon
 Nocco, Louis Jack
 O'Connor, Joseph P.
 Parana, William James
 Paul, Andrew J.
 Polliard, Burton H.
 Price, Arthur Edwin
 Rafas, Thomas Joseph
 Repine, Martha Mae
 Romeo, Frank William
 Romano, Rose Marie
 Saul, Florence Mae
 Shoup, Mildred Irene
 Smith, James Wesley
 Spratt, John Mack
 Stottlemver, Richard Glenfield
 Szabo, Peter
 Telerico, Frank Louis
 Uhler, Helen Louise
 Walach, Frank Bernard
 Walthour, Annetta Jean
 Wells, Louis Edwin
 Wenning, Gladys
 Willis, Constance Ann

ART

Seniors

Artley, Winifred Margaret
 Ghrist, John Arthur
 Hornick, Florence Gertrude
 Johnson, Helen Eileen
 Little, Lillian Pearl
 McDowell, Jean Alexandria
 Motovich, Esau
 Pratt, Dorothy Alice
 Radaker, Helen Marie
 Rook, Nettie Jane
 Smith, Betty Jane
 Weiss, Kathleen Jane
 Wiesen, George William, Jr.
 Wilgus, Gertrude June
 Winger, Mary Clare

Juniors

Austin, Augusta Jayne
 Beacom, Jane Harriett
 Beaver, Elaine Martha
 Carlson, Marian Jean
 Danner, Kathleen Eva
 Detweiler, Ruth Seidel

Dossi, Serenus William
 Foersch, Irene Frances
 Gebhardt, Ruth Bernice
 Hill, Virginia Shammo
 Kipp, Walter James
 Miller, Olive Erdine
 Quinn, Dolores Margaret
 Shaull, Gracella
 Watson, Barbara
 Wilgus, Mary Elena
 Wissinger, Darle Eileen

Sophomores

Brumbaugh, Thomas Brindle
 Dominick, Willard Frank
 Gemmell, John Donald
 Kennedy, Agnes Caroline
 Kennedy, Vivian Louise
 Kingston, Howard Melvin
 Koehler, Ruth Elizabeth
 Kramer, Eileen Julianne
 Loser, Gertrude May
 Nichol, Charles Monroe
 Reynolds, Charles Rodney

Richardson, Marlys Gene
 Rieg, Georgette Marian
 Shaffer, Madalene Lois
 Short, Imogene
 Snyder, Albert James
 St. Clair, Emma Elizabeth
 Stormer, Marietta Joan

Freshmen

Aye, Helen Lucille
 Badger, Jess William
 Boyer, Ardith Louise
 Bretherick, Phyllis Rowena
 Buchman, Natalie Doris
 Caldwell, Ruth Anna
 Campbell, Margaret Jane
 Coon, Miriam Louise
 Cunningham, Alice Ruth

Cunningham, Roe Addison
 Deaner, Russell Ross
 Foley, Jack Richard
 Gillis, Charles Lawrence
 Gusky, Elaine
 Henry, Ruth Fohl
 Holt, Earle Francis
 Holt, Merle George
 Line, Anna Rae
 McGrain, Billie Ann
 Mack, Frances Amy
 Miller, Henry Andy
 Orms, Betty Jane
 Poole, Alice Louise
 Shaw, Elizabeth Nell
 Wagner, Clair
 Walker, Eugene Ray
 Weaver, Grace D.
 Zimmerman, George Emery

BUSINESS EDUCATION

Seniors

Abel, Darrell Lionel
 Ackerman, Georgia Marie
 Arnold, Carolyn
 Barto, Steve Thomas
 Bittinger, Minnie Marie
 Blain, Carol Ann
 Bond, Ronald Meade
 Boyle, James Gordon
 Brantlinger, Margaret Alice
 Butterworth, Pearl Gladys
 Chambers, Verna Mae
 Cooper, Charles Lewis
 Constantino, Sam Nick
 Dinger, Margaret Louise
 Docktor, Theresa Patricia
 Dolinger, Charlotte
 Dunhoff, William Morton
 Eby, Mary Elizabeth
 Farie, Pauline Madeline
 Feeney, Mary Eileen
 Freeman, Ralph
 Gandolph, Enis Alice
 Garber, Thomas Mumba
 Groleau, Jeanne Louise
 Grundy, Edward Joseph
 Heilman, Esther Elizabeth
 Heilman, James Aric
 Horner, Mary Katherine
 Howe, Bertha Josephine
 James, Phyllis Adele
 Johnston, Raymond Milton
 Klink, Olive Ada
 Laing, Alice Belle
 Liebl, Meridith Ellsworth
 Litsinger, Charlotte Jane
 Lynch, Marian Eileen

McCann, Mary Cecelia
 McCartney, Mary Ruth
 McGrew, Frank William
 McMaster, Alda Vivian
 McMinn, Thomas Reed
 McPhilimy, Helen Virginia
 Maruk, Mike
 Master, Pauline
 Miller, Theda Ellen
 Monfredo, Nellie Annette
 Mountsier, Frances Jane
 Nicksick, Amelia Smilia
 Notareschi, Mary Joan
 Nudge, Emma Suzanne
 O'Toole, James Lawrence
 Perry, Pauline Emma
 Pritts, Bertrum Glenn
 Quinn, Clara Eileen
 Rockefeller, Harriett Elizabeth
 Ross, Eunice Marian
 Santarelli, Tobias Franklin
 Schwing, Donald Louis
 Shuster, Joseph
 Smith, Fredrick DeVore
 Smith, Harry Raymond
 Stadtmiller, James Philip
 Stewart, Mary Elizabeth
 Stewart, Ruth Eleanor
 Terchila, Helen Jean
 Tuhovak, Martha Michaelae
 Uhron, Paul Carroll
 Vargo, Joseph Bernard
 Walt, Aurelia Hope
 Walton, Mariorie Swires
 Weaver, Ruth Geraldine
 Whittaker, Russell Ernest
 Williams, Gladys Margretta
 Williams, Margaret Jane

Juniors

Anderson, Maurice Hamilton
 Andreas, Emma Jean Genevieve
 Askins, Albert Wesley
 Bell, David McCall
 Beyer, John
 Brandon, Betty Nell
 Carter, Milton James
 Cassatt, Donald Lee
 Chihon, John Ramon
 Colesar, William Edward
 Corcoran, Elizabeth Anna
 Cribbs, Ruth Elmyra
 Dare, Margaret
 DeMatt, Eugene Robert
 Dulaney, Kathryn Leah
 Evanko, Frank Steven
 Evans, Hauna Jane
 Fish, Mardelle Eve
 Freed, John Everett
 Frischmann, Donald William
 Gill, Florence Jane
 Graham, Levoy Jane
 Graham, Robert Allen
 Hageman, Alice Alfreda
 Hammer, Donald Nickalous
 Hawk, Charles Walter
 Hill, Benjamin Wilson
 Hogue, Samuel Thompson
 Hornick, Ethel Irene
 Hughes, Mary Evelyn
 James, Verna Irene
 Jaylock, Clara Roberta
 Johnston, Elizabeth Marie
 Kane, Betty June
 Karabinus, Dorothy Victoria
 King, William Christian
 Koenig, James Robert
 Korb, Helen Ruth
 Letzler, Doris Lenelle
 Lewis, Lawanda LaRue
 Litzinger, Leonard James
 McCauley, Mary Elizabeth
 McLaughlin, Betty Jane
 McNitt, Lois Margaret
 Metrangel, Mary Elizabeth
 Metzler, John Henry
 Motily, Margaret
 Nicely, Margaret Isabell
 O'Hara, Jean Ruddock
 Paulisick, Olive Mae
 Perfilio, Anthony Salvadore
 Purdie, James Taylor
 Rankin, Rosemary
 Rea, Georgia Jane
 Reinish, William Jacob
 Ritter, Winston Robert
 Robertson, Hugh Frank
 Russell, Helen Lucille
 Saloom, Mary Louise
 Sansonetti, Fred Philip

Schrecongost, Kathryn Belle
 Seanor, Ruth Maxine
 Shank, Berdyne Delmont
 Shankle, Ford Wilson
 Shearin, Dan Richard
 Stahl, Melba Marie
 Stover, Anna Morrison
 Stull, Genet Mae
 Sutter, Dorothy Katherine
 Swanson, Robert McLean
 Taylor, Jean Louise
 Teeter, Martha Lois
 Trainer, Clark Winfield
 Wagner, Phyllis Elizabeth
 Walker, Grace Ferne
 Weed, Helen Pauline
 Whipkey, Doris Evelyn
 Whitney, Katherine Jean
 Wine, William Bernard
 Yanity, Carolyn Verona
 Yurcina, Elizabeth Helen
 Zorena, Orest Anthony

Sophomores

Barry, Helen Joan
 Baumbaugh, Herle Ray
 Beck, Kathryn Jane
 Beckley, Landis Paul
 Bergman, Paul Joseph
 Blimmel, Margaret Rose
 Bonnar, Helen Catherine
 Brewer, Martha Mae
 Butts, Betty Verdeane
 Cartwright, Wm. Cunningham
 Cindric, Blase Jacob
 Cochrane, Robert Duncan
 Corazza, Jane Mary
 Costas, Liberty
 Cravener, Leahmon Augusta
 Cribbs, Margery Luella
 Crissman, Theda Mary
 Crosby, Vernon Roy
 Davis, Robert Womer
 Dillman, Janet Marilyn
 Durbin, Lillian Mae
 Ellenberger, Dorothy Louise
 Ferraro, Norma Elizabeth
 Fetterman, Gerald Richard
 Fulton, Frank Vernon
 Gilmore, Betty Kay
 Good, Jean Waddell
 Heilman, Julia Josephine
 Herrholz, Dorothy Jean
 Hill, Marjorie Louise
 Hogg, Frank Leroy
 Hough, Edward Lewis
 Johns, Benton Kenneth
 Johnson, Ruth Marie
 Jones, Clyde Ray
 Jordon, Ruth Aletta

Kalmanek, Charles Robert
 Kikta, Carolyn Louise
 King, Margaret Katherine
 Kopchik, Nicolas
 Krah, Bernice Wilma
 Krug, Agnes Louise
 Lantz, Sue Lucille
 Lazar, Olga Margaret
 Leekey, Jeanne Tope
 Linamen, Harold Frederick
 Long, Jean Frances
 Lyons, Byron Philip
 McAfoose, Richard Donald
 McGrew, Robert Louis
 McNaughton, Raymond Dick
 Martinke, Richard
 Maslanik, William Boris
 Matejczyk, Leonard Francis
 Miller, Lisle Fleming
 Miller, Mary Helen
 Moot, Lydia Jane
 Nardis, Bernard Dean
 Nichols, Harold Edwin
 Olshock, John Milton
 Peters, James Leroy
 Pezzuti, Anne
 Price, Mary Jane
 Pringle, Ruth Proper
 Raab, Robert Charles
 Reed, Allen Wayne
 Rigby, Elwood Blair
 Ritter, Dunham John
 Roberts, Virginia Mary
 Costic, Roman
 Rooney, Jean Rose
 Rowley, Betty Jane
 Ruthko, Fred
 Santangelo, Russell Joseph
 Scott, John Wayne
 Shank, Doyle
 Shapiro, Ruth
 Shea, Helen Lavina
 Sheeder, Elwood Batley
 Shirey, Dorothea Lorraine
 Shoenfelt, Gladys Louise
 Smider, Edna Annette
 Smith, Blanche Elizabeth
 Smith, John Clair
 Startzell, Mary Anna
 Stewart, Charles Lloyd
 Straub, Eleanor Ruth
 Tritschler, Mary Ellen
 Varner, Max Murry
 Walker, Donald Monroe
 Wolford, Margaret Constance
 Yeager, Jane Elizabeth
 Yorke, Helen Rita
 Young, Mary Louise

Freshmen

Abraham, Thomas
 Anis, Dorothy Louise
 Anton, Thomas
 Aubel, Nancy Ellen
 Barber, Kathryn Rita
 Barns, Margery Ann
 Bault, Constance Allyn
 Bond, Lon Skinner
 Bonomi, Florence Margaret
 Bowman, Blanche May
 Branthoover, Betty Jean
 Brewer, Olive Marie
 Briggs, Eleanor Anne
 Bucco, Louise Mary
 Burkett, June Louise
 Butler, William David
 Carlson, Ruthe Eleanor
 Catsouphe, Cornelia Maritsa
 Caylor, Harold Eugene
 Clawson, Martha LeVonne
 Cline, Gail Dolores
 Connolly, Elizabeth Jane
 Corey, Donald Ray
 Craig, Doreen Mary
 Cramer, Vera Margaret
 Crawford, George Glen
 Criner, Helen Clare
 Cutler, William Edwin
 Dalzell, Martha Jean
 Davis, Marion Lillian
 DeJohn, Ruth Ann
 DeMichelis, Josephine Gloria
 Demopulas, Sylvia
 Diehl, Richard Kenneth
 Dinsmore, Doris Theresa
 Dobrosky, Dorothea Helene
 Donofsky, Mildred Selma
 Douglas, Martha Patricia
 Dydiw, Walter
 Fiola, Wayne Leo
 Finn, Robert Sherwin
 Finn, Walter Jacob
 Flori, Francis Dee
 Fowler, Thora Alice
 Fry, Donald Hartman
 Glassner, Carolyn Mowry
 Glessner, Thelma Faye
 Goldman, Ida
 Grygencz, Sophie Josephine
 Gundry, Ida Claire
 Halama, Margaret
 Harvan, James Rudolph
 Heilman, Norma Jean
 Jobs, Helen Viola
 Johnson, Harry Cummings
 Johnson, Jean Elizabeth
 Jones, Thelma Josephine
 Jurgens, Catherine Eleanor
 Kadar, Emma June
 Kahler, Esther Elizabeth

Kempf, Helene Berniece
 Kishpaugh, Dorothy Jess
 Kiska, John Albert
 Klein, Lillian Ann
 Knapp, Joseph
 Kozak, Alice Lilly
 Kuntz, Robert Emory
 LaMantia, Phyllis Mary
 Little, Fred Wallace
 Lohr, Evelyn Gertrude
 McCreary, Katherine Martha
 McCullough, Jean R.
 McFadden, Mary Margaret
 McIntyre, Hazel Edna
 McKown, Kenneth Edward, Jr.
 Madill, Jean
 Martin, Fay Woodward
 Martucci, Eleanor Marie
 Matz, Pauline Jean
 Mercer, Jack Hall
 Miller, Robert Louis
 Mladenick, Tillie Rose
 Moran, Martha Louise
 Myers, Vivian Irene
 Naser, Sara Bell
 Nealer, Paul Ernest
 Nogrosky, Martha Nettie
 North, Lucille
 O'Donnell, Virginia Helen
 Page, Harry Glen
 Patterson, Edwin Charles
 Pecori, Jeanne Marie
 Perkins, Faye Harriet
 Reisinger, Robert Lynn

Richards, Thomas Lee
 Salvatora, Dorothy Mae
 Sanzeri, Nancy Ann
 Schrall, Regina Rita
 Seboly, Catherine Elizabeth
 Seneca, Anna Lucy
 Serreo, Alfred Fred
 Sheeche, Patrick Thomas
 Sheffer, Chelsea Jane
 Shevock, Veronica Delores
 Shuster, Stephen
 Skertish, William Michael
 Skapura, Olga Rosalie
 Smith, Elizabeth Jane
 Smith, Wilma Lee
 Spagnolo, Edward Anthony
 Spanko, Mildred Margaret
 Steele, Donald Clifton
 Swanson, Isabelle Lois
 Swanson, Lorraine Rachel
 Thomas, Julia Monette
 Thull, Edward Cornelias, Jr.
 Trainer, James Otis
 Travis, Laird Dwight
 Turner, Evelyn Marie
 Uber, Betty Jane
 Ward, Jean Mildred
 Werner, Ruth Margaret
 White, John Offutt
 Williams, James Richard
 Yon, George Arthur
 Zannia, Mary Teresa
 Zeitler, Margaret Jean
 Zigarella, Lena Marie

HOME ECONOMICS

Seniors

Baggerly, Doris Elizabeth
 Beale, Dorothy
 Brickell, Elois
 Brumbaugh, Marjorie
 Budd, June Rose
 Cadzow, Rachel
 Caldwell, Sarah
 Carpenter, Dorothy E.
 Cavello, Victoria
 Eitnier, Winifred K.
 Ellenberger, Margaret C.
 Emhoff, Edith Louise
 Glasser, Frieda B.
 Goebert, Elizabeth
 Gourley, Alice Belle
 Guy, Ruth Helen
 Hindman, Ella Thresa
 Holben, Sara
 Holmes, Dorothy
 Hovis, Dorothy
 Hughes, Arlene

Hunter, Jeannette
 Kinzer, Julia C.
 Lang, Margaret Mary
 Lewis, Ceridwen E.
 Liddicoat, Jean E.
 Manville, Betty
 Mott, Sara Elizabeth
 Naugle, Pauline
 Redfoot, Malissa
 Reynolds, Barbara
 Reznor, Louise
 Seitz, Ruth Gladys
 Shaulis, Evelyn
 Steininger, Alma Louise
 Stillwagon, Helen Marion
 Storey, Margaret
 Stotler, Marjorie
 Taylor, Ruth Evelyn
 Trossley, Ruth Markley
 Wean, Jean Coulter
 Williams, Rosemary
 Wilson, Ruby Gene
 Yoas, Nola Mae

Juniors

Allison, Rebecca Wilson
 Anderson, Ella Margaret
 Archibald, Doris Ruth
 Baird, Betty
 Bamford, Eleanor E.
 Beall, Elsie Louise
 Bertrand, Marjorie Edith
 Betz, Ada Marguerite
 Billingslee, Naomi E.
 Black, Ruth Carolyn
 Bloomquist, Audrey Janet
 Brown, Mary Elizabeth
 Bruwelheide, Dorothy V.
 Buckley, Kathryn Jane
 Cain, Leafy Jane
 Cassel, Marjorie
 Croyle, Mae Elizabeth
 Davidson, Dorothy Jean
 Davis, Ruth Antionette
 Ermacoff, Mary Grace
 Eyer, Marie Adele
 Fausold, Patricia Howell
 Fennell, Clara May
 Gay, Mary Elizabeth
 Gelnett, Dorothy Jean
 Guy, Ruth Jane
 Hanna, Nancy Louise
 Hart, Mildred Ruth
 Henderson, Catherine L.
 Hershberger, Rebecca Ferne
 Horner, Janet Nadine
 Kelley, Annette Alice
 Kolcun, Olga Marie
 Lewis, Elizabeth Marie
 Lightcap, Helen Faye
 Long, Sarah Eleanor
 Lowe, Dorothy G.
 McCaleb, Marie Maxine
 McCrumb, Leila Adelaide
 Mack, Joyce Dodd
 Morris, Miriam Maxine
 Mowry, Mary Roberta
 Myers, Uretta Jane
 Pollock, Virginia Vos
 Powell, Margaret Naomi
 Pugliese, Virginia V.
 Rea, Alda Naomi
 Reed, Florence Nannetta
 Rooney, Loretta Elizabeth
 Ross, Dorothy Eleanor
 Sanford, Margaret Anne
 Schwartz, Eva Jane
 Shaffer, Eleanor Lillian
 Shanabrook, Geraldine Ruth
 Sherrick, Edna May
 Shomo, Alma Loraine
 Slack, Martha Belle
 Smith, Jeanne Eleanor
 Taylor, May Edwina
 Vaughn, Florence E.

Wall, Virginia Nell
 Walton, Lois Matilda
 Warrick, Jeanne Wilson
 Watson, Ethel Mae
 Whitman, Doris E.
 Wiley, A. Isabelle
 Worker, Arlene Anna
 Yothers, Jean Fay
 Zeller, Marguerite E.
 Zurakovsky, Rose

Sophomores

Anthony, Eleanor Jean
 Balog, John
 Balogh, Vilma Elizabeth
 Barnhart, Jeannette
 Beard, Marie Louise
 Beck, Betty Jean
 Besser, Margaret
 Black, Dorothy Jean
 Bodendorfer, Frieda Ann
 Bright, Billie Maxine
 Brooks, Doris Eileen
 Bullock, Carolyn Hodessa
 Burget, Mildred
 Campbell, Luella May
 Cessna, June Emma
 Charlton, Mary Louise
 Clark, Augusta Jane
 Cowan, Rosanna DeVol
 Craighead, Helen M.
 Davidson, Marion Evelyn
 Divvens, Martha Grace
 Dowd, Dorothy Jane
 Everall, Florence Jane
 Faulk, Dorothy Mae
 Few, Marjorie E.
 Fox, Margaret Lucille
 Goddard, Bette Lou
 Grazier, Margaret L.
 Greenlee, Jane Rebecca
 Hamilton, Ruth Alma
 Hamilton, Helen Virginia
 Hammond, Janet Blanche
 Harkleroad, Zenas Vernell
 Hartman, Judith Marie
 Herman, Erma Salome
 Hill, Elizabeth Gwendolyn
 Johnston, Dorothy
 Karle, Irene Myrtis
 Knepper, Hilda Leona
 Lewis, Jane Woods.
 Lyon, Bette Jane
 McCafferty, Mary Margaret
 McCormick, Wilmine Ruth
 McCullough, Nora Marie
 McDowell, Bertha Ruth
 McSparrin, Helen Josephine
 Mackert, Mary Ellen
 Marks, Virginia Lucille

Marshall, Sara Jane
 Marsteller, Mildred Jean
 Michalco, Helen Marie
 Miller, Fay Louise
 Moss, Betty Jane
 Mulhollen, Kathryn Louise
 Nesbit, Norma Jean
 Orr, Mila Ann
 Rankin, Lois Jean
 Rhine, Mary Catherine
 Rucci, Livia L.
 Shaffer, Helen Louise
 Smith, Carolyn Ruth
 Smith, Thelma Ruth
 Stokes, Fred
 Stoneman, Sara Elizabeth
 Swank, Ruth R.
 Tonello, Elma Erminia
 Trescher, Helen Margaret
 Tyler, Emma Jean
 Vail, Marion Louise
 Waring, Janet
 Ward, Martha E.
 Watson, Margaret A.
 Welker, Avanel
 Wenerd, Ruth
 Weston, Eleanor Mildred
 Wetzell, Emma Lou
 Whitesell, Eleanor M. M.
 Whittaker, Alice Faye
 Wilden, Doris
 Woodle, Mary Gertrude
 Woods, Rose Elizabeth

Freshmen

Adams, Phyllis Maxine
 Alsnauer, Pearl Caroline
 Bair, Chesta Mae
 Barkley, Ethel Jane
 Baughman, Virginia
 Beck, Geraldine
 Beck, Thelma Louise
 Biddle, Betty Anne
 Bifano, Mary Jane
 Blue, Sara Marie
 Botsford, Betty Louise
 Bouch, Bernice Gertrude
 Bowser, Nan Betty
 Brickell, Mary Eleanor
 Buckwalter, Jane A.
 Busey, Jeannette Allen
 Byers, Wilha Mae
 Campbell, Audrey
 Chapman, Ruby Mae
 Christian, Rebekah
 Cleaver, Marjorie Anna
 Colbert, Elizabeth P.
 Critchlow, Lois Jean
 Crumrine, Mary Eloise
 Cummins, Irene Elizabeth

Dahlin, Margaret Jean
 Deemer, Eunice Minerva
 Douglas, Dorothy Helen
 Evans, Mary Jeanne
 Ewing, Rosemary Ann
 Fisher, Clara Jane
 Fisher, Dorothy Grace
 Foley, Evelyn Dorothy
 Freas, Eleanor Jane
 Glassner, Betty Jane
 Goldstein, Darriel H.
 Goldy, Ruth E.
 Grove, Mary Beth
 Gruber, Sara
 Hall, Any Elizabeth
 Halstead, Helen Louise
 Harris, Betty Adele
 Hartman, Dorothy Helene
 Hetager, Marie Andriene
 Hill, Genevieve Marion
 Hill, Mary Virginia
 Himebaugh, Mary Elizabeth
 Hollenbach, Mary Edna R.
 Holtz, Barbara Louise
 Houck, Helen Louise
 Huffman, Betty Jean
 Hunter, Jean B.
 Hurst, Marie Jeanne
 Jones, Ruth Marjorie
 Kaurich, Margaret Jean
 Kinter, Marion Harris
 Kirch, Eleanor Ann
 Kring, Betty Jane
 Krouse, Mary Helen
 Lalley, Jean
 Lawson, Lucile DeGrief
 Leidig, Betty Louise
 Lewis, Lola Jean
 Lindell, Phyllis E.
 Lynn, Betty Zellner
 McFadden, Jean
 McIlwain, Beth
 McIntyre, Dama Ruth
 Margargol, Marjorie Ruth
 Mead, Julia Elizabeth
 Michaelangelo, Virginia
 Mistrick, Marie Anne
 Mitchell, Mary Louise
 Montgomery, Jean E.
 Morgan, Ruth Minerva
 Myers, Betty Ann
 Myers, Kathryn Elizabeth
 Ogline, Pauline Marie
 Pierson, Esther Louise
 Price, Harriet Jean
 Rea, Ila Gail
 Rhodes, Mavis June
 Ross, Angella Beatrice
 Russell, Marian E.
 Saloom, Effie G.
 Sherwin, Betty Jane
 Skog, Mildred

Slick, Carolyn
 Slone, Esther Olivia
 Smith, Elizabeth Anne
 Smith, Marjorie L.
 Stanley, Peggy Ann
 Steetle, Lucille Anne
 Stiver, Ruth Elizabeth
 Stormer, Irene Ellen
 Swank, Kathryn Gae
 Vigliotti, Edith Joan

Volk, Jean Ann
 Walker, Margaret
 Wall, Ruth Ann
 Warner, Lois Eileen
 Waslosky, Mary Jane
 Westrick, Marjorie Ruth
 Wilber, Joan Margaret
 Williams, Rebecca Louise
 Zegarski, Regina Helen

MUSIC EDUCATION

Seniors

Bielski, Florence
 Bruno, Samuel Antonio
 Cable, Paul E.
 Campbell, Jean Marie
 Crooks, Anna May
 Ebner, Clarence Ford
 Flowers, Harry Richard
 Gahagan, William Douglass
 Gessler, Mildred Sarah
 Jacques, Alfred E.
 Kline, Duane Price
 Long, John Clifford
 Lytle, Roceil Marie
 McAfoose, Evelyn Jean
 McCandless, Ruth Amelia
 McCunn, Caroline Mildred
 McKrell, Paul LeRoy
 Pollock, Raymond George
 Rugh, Elizabeth Genevieve
 Schrock, Marguerite Joan
 Shank, Margaret Ann
 Sheaffer, James Wiley
 Shouse, Maxine
 Silliman, Charlotte Mae
 Stoner, Florence Bertha
 Wareham, Elmer
 Whitacre, Eleanor Mae
 Yahres, Samuel Charles

Juniors

Ake, John Notely
 Beatty, Martha Elizabeth
 Berchin, Harry
 Carpenter, Lois Annette
 Edsall, Eleanor Virginia
 Feitshans, Edna Ruth
 Fleming, Richard Eugene
 Gamble, Edwin Walter, Jr.
 Gehm, Paul Albert
 Goldman, Julian Mintz
 Hartman, Anna Esther
 Hile, Ralph Eugene
 King, Mildred Vesper
 Kuntz, Eleanor Grace
 Lamendola, James

Leslie, Mabel Jean
 Maurer, Althea Genevieve
 Miller, Nelson Arthur
 Mitchell, Harry Elijah
 Nicklas, Elmer John
 Sharp, Frances Louella
 Sliker, Robert Charles
 Smith, Charlotte Kathryn
 Smith, Dorothy Claire
 Snodgrass, John Eugene
 Stern, Cecile E.
 Surra, Albert Clement
 Williams, Bernice Alberta

Sophomores

Aiman, Allan Neile
 Benack, Ben E.
 Benson, John Paul
 Berkley, Wilma Hay
 Bernunzio, Samuel
 Blose, Blanche Edna
 Bongiovanni, Benjamin Bosco
 Bowers, Gerald G.
 Brooke, Robert Earl
 Bruno, Carolyn K.
 Campagna, Samuel John
 Campbell, Mary Belle
 Coulter, Charles Allen
 Fitzmaurice, Robert Edward
 Doyle, Robert Eugene
 Englehart, Ruth Josephine
 Fee, Roena Evelyn
 Hay, Elizabeth Magdalene
 Ickes, Curtis Lynn
 Ickes, John Lloyd
 Lamison, Robert Francis
 Lauer, William Andrew
 Miscoe, Jack Francis
 O'Hara, Norman
 Patt, Francis James
 Pierson, Phyllis Grace
 Raup, Lee K.
 Salay, John
 Searle, Wilber S.
 Williamson, Stewart Yount
 Zachary, Bernard Stephen

Freshmen

Avampato, James Harry
 Brodsky, Helen Beatrice
 Burns, Dora Willetta
 Carson, Elizabeth Viola
 Colkitt, Earl Lamont
 Conrad, Chester R.
 Cooper, Bronwen Eleanor
 Davis, Daniel Hall
 Englehart, Eloise
 Fetter, Warren Rudolph
 Forney, Rosalie Ann
 Hagerty, Ronald Charles
 Hess, Sue Anne
 Johnson, Florence Elizabeth
 Korfonto, Josephine B.
 Kirkhuff, Dorothea Jeanne
 LaMantia, Cosima Patricia
 Lambert, Milton Louis
 Landis, Ruth Elizabeth

Lentine, Joseph Paul
 Litzinger, Doris Marie
 Litzinger, Morgan John
 Lozos, Evan
 Lydick, Percy Miller
 Minns, Marilyn Mae
 Neal, Aleene Olivette
 Nicomede, George Nicolas
 Rial, Patricia DeVore
 Rising, Verna Gwendolyn
 Rogers, June Arthea
 Siebert, William Wilson
 Streams, Margaret Isabel
 Suder, Robert Henry
 Tarbell, LeRoy McFarland
 Thiele, Amelia Jane
 Victor, Margaret Mary
 Waldenville, Edna Kathryn
 Whitacre, Emogene
 Widdowson, Margaret Jean
 Wulff, Gertrude Helene

SUMMER SESSION 1940

Abell, Marion Allison
 Ackerman, Georgia Marie
 Ackerman, Helen Irene
 Acree, Lillie
 Adams, Rosella Lillian
 Allshouse, Lloyd Miller
 Almes, Violet Leona
 Altimus, Vesta Kathryn
 Altpeter, Dorothy Pauline
 Ament, Charlotte Irene
 Anderson, Hildur May
 Anderson, Mary Louise
 Andreass, Emma Jean Genevieve
 Archibald, Doris Ruth
 Askins, Martha Erma
 Atkinson, Clifford Wade
 Bagley, Raymond Lloyd
 Baird, Agnes Campbell
 Baird, Betty Margaret
 Balfour, Dorothy Mildred
 Barber, Louise
 Barilar, Kathryn Thresa
 Barnard, Hazel Isabelle
 Barnett, Margaret M.
 Barnhart, Eleanor Virginia
 Barrett, Marion Isobel
 Bartell, Corinne Pent
 Basil, Frank James
 Bauer, Viola Martha
 Baughman, Jessie Virginia
 Baumbaugh, Herle Ray
 Bee, Dorothy Helen
 Beechey, Sara Mildred
 Beehner, Dorothy Elinor
 Beichner, Francis Austin

Beilchick, Christine Ethel
 Bellotti, Albina Nancy
 Berg, Frances Elizabeth
 Bernabei, Leo
 Berti, David James
 Bianco, Thomas
 Billingslee, Naomi Elizabeth
 Binkey, Grace Elizabeth
 Blain, Carol Ann
 Blair, Sara Catherine
 Blimmel, Margaret Rose
 Bloom, Dorothy Elverda
 Blose, Sarah Marie
 Boden, Todd R.
 Bodendorfer, Frieda Anna
 Bond, Margaret Louise
 Bond, Ronald Meade
 Borg, Adelaide Yacovani (Mrs.)
 Boron, Bernadine Joan
 Bowman, Josephine Gertrude
 Boyer, Jeanette Hoover
 Boyle, Marie Elizabeth
 Brantlinger, Margaret Alice
 Brassfield, Eileen May
 Breth, Sylvia Marie
 Brickell, Kathryn Elois
 Brown, Bertha Ellen
 Brown, Clarence Copeland
 Brown, Della Miller
 Brown, Geneva Azuba
 Brown, Geraldine
 Brown, Grace Margaret
 Brown, Helen Wilson
 Brown, Mae Carolyn
 Brown, Marian Wilson

Brubaker, Virginia Imogene
Bruwelheide, Dorothy Virginia
Buchheit, Leah Angelina
Budd, June Rose
Buechley, Clarice Leora
Buhite, Mary Irene
Bullock, Carolyn Hadessa
Burkett, Esther Helen
Butterworth, Pearl Gladys
Byers, Martha Margaret
Byrnes, Viola Lann (Mrs.)
Cahill, Veronica Maybelle
Calhoun, Glenna Mae
Campbell, Claire Alexena
Campbell, Frank Hamilton
Cappalonga, Thomas
Carpenter, Dorothy Eliza
Carrick, Margaret Genevieve
Cavallo, Victoria Georgina
Cawley, Laura Belle
Chilcote, Madeline Naomi
Christy, Jane Margaret
Cicero, Mario
Cindric, Blase Jacob
Cisarik, Elizabeth Anna Mae
Cline, Bess Margaret
Cline, Marjorie Helen
Cochran, Josephine Black
Cochran, Ruth Jean
Cochrane, Robert Duncan
Colbert, Linna Nason
Conrad, Austin Blair
Conrad, Martha Elizabeth
Cook, Evelyn Elsie
Cook, Ruth Elizabeth
Cornish, Louella Jane
Cowher, Harriet Mae
Cox, George William
Craig, Bernice Esther
Craig, Robert Patterson
Cramer, Gwendolyn June
Cribbs, Margery Luella
Cromwell, Remona Maxine
Crooks, Olive Mae
Cummings, Nancy Jane
Curry, James McCracken
Darr, Mary Elizabeth
Daugherty, Ellen Agnes
Daugherty, Helen Elizabeth
Davies, Jane
Davis, Robert Womer
Dawson, Edith Sarah
Dean, John W.
Deemer, John Paige
De Matt, Eugene Robert
Denison, Ruby Jean
DePriest, Pearl Katherine
Devinny, Mildred Irene
Diamond, Josephine Cecelia
Dick, Anna Ruth
Dickey, Imogene Jordon (Mrs.)
Dinco, Hugh Dominic

Dowd, Dorothy Jane
Dranchek, Sophia Janine
Drummond, H. Lucille
Duff, Norman E.
Dundore, Ada Lucile
Eicher, Erda Maire
Elbel, Sara Grace
Elder, Elizabeth
Elwood, Emilie M.
Eureka, Alice Dorothy
Evans, Olivia E.
Faris, Pauline Madeline
Fausold, Patricia Howell
Faweett, Virginia Lyda
Fear, George William
Fennell, Lois Virginia
Ferguson, Verna Marie
Ferrari, Ida Theresa
Ferrari, Spera Rose
Fetterman, Gerald Richard
Fetterman, William Franklin
Fike, Viola Grace
Finn, Mildred Emma
Fiola, Wayne Leo
Fiorina, Thelma Alveria
Flanagan, Ernestine Delores
Flecker, Anna Marguerite
Fleming, Richard Eugene
Flickinger, Mary Jean
Flori, Francis Dee
Foleik, Edna T.
Fox, Martha Cecelia
Fox, Paul Wilbert
Fox, Ruth Emma
Frances, Marian Irene
Frederick, Mary
Freehling, Martha Mae
Freeman, Ralph
Friedline, Bessie Ruth
Fulgenzi, Hortense
Fulgenzi, Lada
Gailey, Ethel Goldie
Galley, Grace R.
Gandolph, Enis Alice
Gass, Romane Adda
Gass, Ruth Margaret
Gay, Mary Elizabeth
George, Florence LaRue
Gessler, Mildred Sarah
Gibson, Helen Elizabeth
Gill, Phyllis Giles
Gilmore, C. Edwin
Given, Edwin Morris
Glebovich, Paul Joseph
Goebert, Elizabeth Jane
Gongaware, Wayne Gale
Gourley, Alice Belle
Gourley, Florence Esther
Greene, Esther Elizabeth
Greene, Kenneth Samuel
Gregg, Ruth
Gregory, Mary Jane

- Griffith, Harold Craig
 Groleau, Jeanne Louise
 Grove, Eleanor Matilda
 Gunn, Anna Nolder
 Guy, Ruth Helen
 Halferty, Wayne Donald
 Hamill, Alma Jane
 Hamilton, Dorothy Elizabeth
 Hamilton, Mary Catherine
 Hammer, Donald Nickalous
 Hamrlik, Angela Estella
 Hannakan, Vivian Mae
 Hanson, Verner William
 Hare, Florence Louise
 Hawk, Roxie Wetzel
 Hawksworth, Betty Jane
 Heacox, Andrea Jeanne
 Heckman, Agnes Gertrude
 Hedberg, Eleanor Marie
 Heilman, Esther Elizabeth
 Hellyer, Mary Elizabeth
 Helm, Isabel Christena
 Hess, Florence Gahagan
 Highberger, Margaret Mary (Mrs.)
 Hile, Ralph Shammo
 Hill, Virginia Shammo
 Hilling, Eleanor Louise
 Hindman, Ella Thresa
 Hineman, Roma Pearl
 Hines, Aline Mary
 Hockensmith, Doris Jean
 Hodgson, Thelma Lehmier
 Holmberg, Rose Marie
 Holmes, Dorothy Ellen
 Hood, Bessie Irene
 Hooks, Warren Eugene
 Hoover, Mary Lavenia
 Horner, Sarah Anna
 Hornick, John Lewis
 Hovan, Joanne Theresa
 Howe, Bertha Josephine
 Howe, Lillian Ida
 Hudson, Henry Arthur
 Hughes, Eleanor Marie
 Hughes, Laura Mildred
 Hughes, Margaret Genevieve
 Hughes, Mary Margaret
 Hunter, Eleanore Anne
 Hunter, Jessie Jeane
 Huston, Stella Laverne
 Hysong, Marjorie Mae
 Hysong, Phyllis E. Gerber (Mrs.)
 Ickes, Sara Grace
 Inskeep, Margaret Jefferis
 Irwin, Annie Mae
 Jeffrey, Agnes Marion
 Jeffrey, Margaret Grace
 Johnson, Helen Eileen
 Johnson, Kathryn Hofman (Mrs.)
 Johnson, Lucille
 Johnson, Ruth Marie
 Johnston, Grace Myrtilla
 Johnston, Harold Isaac
 Johnston, Irma Lenora
 Johnston, John Eldin
 Joiner, Harold Dale
 Jones, Mary Elizabeth
 Kalmanek, Charles Robert
 Kantner, Emily Louise
 Karalfa, Rose
 Kasperik, Sophia Ruth
 Keidel, Hilda Marie
 Kelly, John Gerard
 Kenner, Anne Katherine
 Kensinger, Martha Jean
 Kephart, Joseph
 Kepple, Florence Isabel
 Kerr, Edna Claire
 Kerr, Kenneth William
 Kiebler, Alice Maude
 Kier, William Ralph
 King, Mildred Vesper
 Kirkham, Eleanor Elizabeth
 Kline, Duane Price
 Klink, Olive Ada
 Knupp, Mary Stephens
 Koozer, Wendell Smith
 Korb, Helen Ruth
 Kramer, Alice M.
 Kramer, Ann M.
 Kramer, Mary Geneva
 Kunkle, Doris Fickes
 Kuntz, Eleanor Grace
 Laing, Alice Belle
 Landis, Anna Lucille
 Lane, Maud Genevieve
 Lang, Margaret Mary
 Leacock, Kathleen Eleanor
 Leard, James Carl
 Lee, William Marshall
 Lehman, Mary Elizabeth
 Leith, Virginia
 Leonard, Sarah
 Letzler, Doris LeNelle
 Lewis, Esther Marie
 Lewis, Nella Eileen
 Leydie, Betty Jane
 Leyshon, Lillian A.
 Liboski, Mary Anna
 Liebl, Meredith Elsworth
 Lightcap, Norma Ruth
 Lingenfelter, Patricia Lois
 Lloyd, Norman
 Lockard, Margretta Emma
 Lockard, Raymond Floyd
 Lockard, Vincent Melville
 Long, Alice Belle
 Long, Sarah Eleanor
 Lookabaugh, Helen Lucille
 Losasso, Viola Olga
 Losurdo, Veronica Vera
 Lott, Bulah Esther

Lowman, Delores Troxell
Lowman, Fern Rebecca
Ludwick, Anna Blanche
Lyons, Byron Philip
Lytllé, Roceil Marie
McAfoose, Evelyn Jean
McAlevy, Marjorie
McAnulty, Rhea Kathryn
McBroom, Dorothy Rose
McCandless, Ruth Amelia
McCann, Frances Patricia
McCann, Margaret Ruth
McCann, Mary Cecelia
McCardle, Gertrude
McCauley, Mary Elizabeth
McCluen, Catherine Melissa
McClure, Harriet Cornelia
McCormick, James Ward
McCoy, Kathleen Esther
McCreary, Mary Alice
McCullough, Helen LaRue
McCunn, Caroline Mildred
McDonough, Mary Elizabeth
McDowell, Mary Elizabeth
McGaughey, Gladys Mae
McGaughey, Helen Spires
McGee, Maxine Jane
McHugh, Martha Jane
McInay, Charles Vaughn
McKee, Nelle Belle
McLaughlin, Lavern Gillis
McLaughlin, Romayne Evelyn
McMillen, Alice B.
McMillen, Jean Larue
McNary, Virginia Lucille
McNeel, Mildred Dorothy
McNitt, Lois Margaret
McPhilimy, Helen Virginia
McSparrin, Helen Josephine
McVitty, Clara E. Crawford (Mrs.)
Mabon, James E.
MacKoviak, Helen Belle
MacKovak, Leona L.
MacPherson, Beth Margaret
Mafrika, Domenica Anna
Magill, Elizabeth Alma
Mahan, Webster Byran
Makara, Dorothy
Malcolm, Mary Katherine
Malone, Margaret Olive
Mamula, Mildred
Mareck, Alberta R.
Marshall, Betty Jenkins
Marshall, Hilda Elizabeth
Martin, Doris Virginia
Martin, Pauline
Mauk, Virginia
Mellovick, Helen Mae
Meneely, Dorothy May
Merkle, Lorraine Harriet
Mershon, Virginia Esta

Mickle, Cornelia
Middley, Joseph
Miller, Betty Catherine Pearl
Miller, Caroline Olivia
Miller, Elizabeth O.
Miller, Harry Dwight
Miller, John Austin
Miller, Kathryn Brant
Miller, Lisle Fleming
Miller, Martha Jane (Mrs.)
Miller, Mildred Beatrice
Miller, Omah Jane
Miller, Percy C.
Miller, Theda Ellen
Milligan, Olive Pearl
Misenko, Anne Cecile
Mishler, Alma Leora
Mombberger, Gladys Marie
Monath, Geraldine Rose
Moorhead, Alice
Morris, Roberta Elizabeth
Moss, Betty Jane
Motily, Margaret
Mott, Sara Elizabeth
Mountsier, Frances Jane
Muir, William John
Mulholland, Jeanette James
Munro, Beth Robertson
Murphy, Dorothy Eleanor
Myers, Geneva Irene
Naugle, Pauline Mae
Neal, Edna Monia
Nicely, Bernard Lawrence
Nicely, Robert Francis
Nickicks, Amelia Smilia
Notareschi, Mary Joan
Nudge, Emma Suzanne
Oaks, Dorothy Ida
Ober, Blanche
O'Connor, Mary Jo
Offutt, Jean Anna
Olson, Thomas Paul
Orr, Mildred Jessie
Ortner, Mildred Martha
O'Toole, James Lawrence
Overman, Nellie Irene
Overman, Violet Marie
Palmer, Phyllis Lucille
Palmerino, Lucy Marie
Parry, Betty Louise
Paston, Mary Arline
Patterson, Marie Wilson
Peach, Phyllis Kathryn
Perry, Pauline Emma
Petrikin, Merma Frances
Phillips, Vesta May
Pierce, William Taylor
Pifer, Carrie Lavina
Pifer, Donald Keller
Pisa, Mae Jean
Pollock, George Raymond

- Pomeroy, Alma Ruth
 Poole, Esther Elizabeth
 Porter, Minola Belle
 Price, Lillian Hazlett (Mrs.)
 Pringle, Alverine
 Prothero, Alice Glennavee
 Purdy, Alice Jane
 Quinette, Florence Virginia
 Rairigh, Kathryn Joyce
 Ralston, Samuel Lemmon
 Ramsey, Floy Jeannette
 Rankin, Mary Elizabeth
 Ravis, Margaret Marie
 Ray, Dorothy Irene
 Reamer, Charles Allen
 Redfoot, Helen Malissa
 Reiter, Mary
 Reitz, Dorothy Louise
 Reynolds, Catherine Jones
 Rhoades, Anita Jayne
 Rich, Dominic Daniel
 Richards, Thelma Elizabeth
 Riddle, Mary Phyllis
 Rieg, Clara Elizabeth
 Ripple, Lucille Anna
 Rishell, Gwladys Williams (Mrs.)
 Rising, Helen Elizabeth
 Risinger, E. Elizabeth
 Ritter, John Dunham
 Roberts, Betty Gertrude
 Rolla, Louise
 Romig, Winston E.
 Roney, Elizabeth N.
 Rorabaugh, Catherine Ellen
 Rorabaugh, Lucinda Martha
 Ross, Eunice Marian
 Ross, Jeanne Cochran
 Rowley, Betty Jane
 Rubbo, Mario
 Rumbaugh, Lillian Mae
 Salada, Joan C.
 Salada, Sara Belle
 Santarelli, Tobias Franklin
 Sarver, Anna Ruth
 Sarver, Sara Ann
 Schallis, Margaret Gwendolyn
 Scholink, Alberta Ruth
 Schwartz, Eva Jane
 Schwartz, Louise Minerva
 Schwartz, Vivian Frances
 Seanor, Mary Edna
 Sease, Glenn Ashley
 Seitz, Ruth Gladys
 Serrao, Matilda
 Shaffer, Adam Paul
 Shaffer, Audrey Clara
 Shaffer, Ella Elizabeth
 Shaffer, Kenneth Eugene
 Shankle, Charlotte Avonell
 Sharp, Bernice Alene
 Sheeder, Elwood Batley
 Sheely, Helen McCall
 Shellhammer, Hazel Fay
 Sherbondy, Laura Belle
 Sherwood, Irene Clare
 Shidemantle, Jane Elizabeth
 Shields, Jean Isabel
 Shirey, Cressie Lenora
 Short, Imogene
 Shuster, Beulah Montrose
 Silliman, Charlotte Mae
 Simpson, Margaret Kathleen
 Sinclair, James Richard
 Slack, Martha Belle
 Sledge, Catherine M.
 Smider, Edna Annette
 Smith, Betty Jane
 Smith, Blanch Elizabeth
 Smith, Charlotte Katherine
 Smith, Evelyn Marie
 Smith, Gladys Elizabeth
 Smith, Gwendolyn
 Smith, Joan Rebecca
 Smith, Katherine M.
 Smith, Louise Caroline
 Smith, Mary Lucille
 Smith, Mayme Ethel
 Smith, Muriel Gomer
 Smith, Thelma Ruth
 Snodgrass, John Eugene
 Somerville, Florence Leona
 Southard, Lorraine Keck
 Sowers, Dorothy La Rea
 Speedy, Susan Loree
 Speicher, Joyce Miriam
 Spence, Leonard James
 St. Clair, Cleon Wendell
 St. Clair, Emma Elizabeth
 Stadtmiller, James Philip
 Starry, Roxanna May
 Startzell, Mary Anna
 Startzell, Sara Elizabeth
 Steffenino, Anna Celestine
 Steffy, Robert Earl
 Stephens, Sara Elizabeth
 Sterrett, Roberta
 Stevens, Jeanne Yearick
 Stewart, Marguerite Bates (Mrs.)
 Stidham, Charlotte Marie
 Stockberger, Alice Arlene
 Stoneman, Sarah Elizabeth
 Stover, Anna Morrison
 Straitiff, Syndona Lazetta
 Streams, Mary Janet
 Streams, Tait Thompson
 Stufft, Blanche Elizabeth
 Stull, Erma Marcom
 Stumbaugh, Katharine Kurtz
 (Mrs.)
 Sulkoski, Cecelia Alice
 Sutton, Elizabeth Mitchel
 Switzer, Frances Elizabeth

Taylor, Phyllis Mildred	Whited, Eleanor Mae
Taylor, Ruth Evelyn	Whitney, Katherine Jean
Terchila, Helen Jean	Whitesell, Gladys Virginia
Thomas, Clyde Paul	Widdowson, Barbara Lucille
Thomas, Thelma Emma	Wille, Ruth Elizabeth
Thompson, Mariam Ruth	Williams, Harry Edgar
Thompson, Marian McMurray	Williams, Margaret Jane
Thompson, Virginia Lucille	Wilson, Ruby Gene
Tompkins, Mary Elizabeth	Wine, William Bernard
Tosh, Glenn Walter	Wineman, Walter Ray
Townsend, Mary Louise (Mrs.)	Wingard, Ruth Arlene
Trainer, Clark Winfield	Winger, Mary Clair
Trimble, Janet Marie	Winger, Robert Joseph
Trostle, Ruth Markley	Wirick, Juanita Hope
Trunkat, Frances Mary	Wise, Barbara Virginia
Tuhovak, Martha Michaela	Wise, Mary Eleanor
Tyger, Charles Hanna	Wissinger, Darle Eileen
Uhas, Helen	Wissinger, Helen
Uhron, Paul Carroll	Wolfe, Alice Irene
Ullery, Ruth Jeannette	Wolfe, Ardena Lillian
Varner, Eleanor Earlmound	Yadvis, Mary Ann
Vinton, Dorothy Elizabeth	Yahres, Samuel Charles
Vinton, John Preston	Yerina, Henry
Wadsworth, Nora Grace	Yethers, Jean Fay
Walls, Marion Helen	Younkin, Margaret Elizabeth
Walsh, Armstrong Paul	Yurcic, Nicholas Andrew
Walton, Marjorie Swires	Zacur, Howard Aaron
Wassum, Sara Mae	Zacur, Julia Mary
Watson, Ada Isabelle	Zellefrow, Martha Kathleen
Waugman, Blanche Marie	Zellman, Dorothy Carolyn
Weaver, Mabel Viola	Zimmerman, Helen Maxine
Weiss, Kathleen Jane	Zoldak, Anna Adelaide
Wetzel, Emma Louise	Zurakovsky, Rose
Wetzel, Olive Elizabeth	Zuzik, Mary Louise

POST SESSION 1940

Altpeter, Dorothy Pauline	Brown, Bertha Ellen
Anderson, Hildur May	Brown, Grace Margaret
Anderson, Mary Louise	Brown, Mae Caroline
Andreass, Emma Jean	Buchanan, William George
Atkinson, Clifford Wade	Budd, June Rose
Barber, Louise	Campbell, Frank Hamilton
Barnard, Isabelle	Cassett, Donald Lee
Barnett, Margaret McKinley	Christy, Margaret
Barrett, Marian Isabel	Colgan, Jessie J.
Bartell, Corinne Pent	Cook, Evelyn Elsie
Basil, Frank James	Cummings, Nancy Jane
Beilchick, Christine Ethel	Curran, Sara Cecelia
Bellotti, Albina Nancy	Darr, Mary Elizabeth
Berkey, Donald William	Daugherty, Ellen Agnes
Berti, David James	Davis, John Hugh
Binkey, Grace Elizabeth	Dawson, Edith Sara
Blose, Sarah Marie	DeMatt, Gene Robert
Borland, Stanley Clair	Dimitt, Anna Louise
Boron, Bernadine Joan	Drummond, Lucille H.
Bowman, Josephine Gertrude	Duff, Norman E.
Boyle, Marie Elizabeth	Dzvonik, Michael
Brickell, Kathryn Elois	Elbel, S. Grace

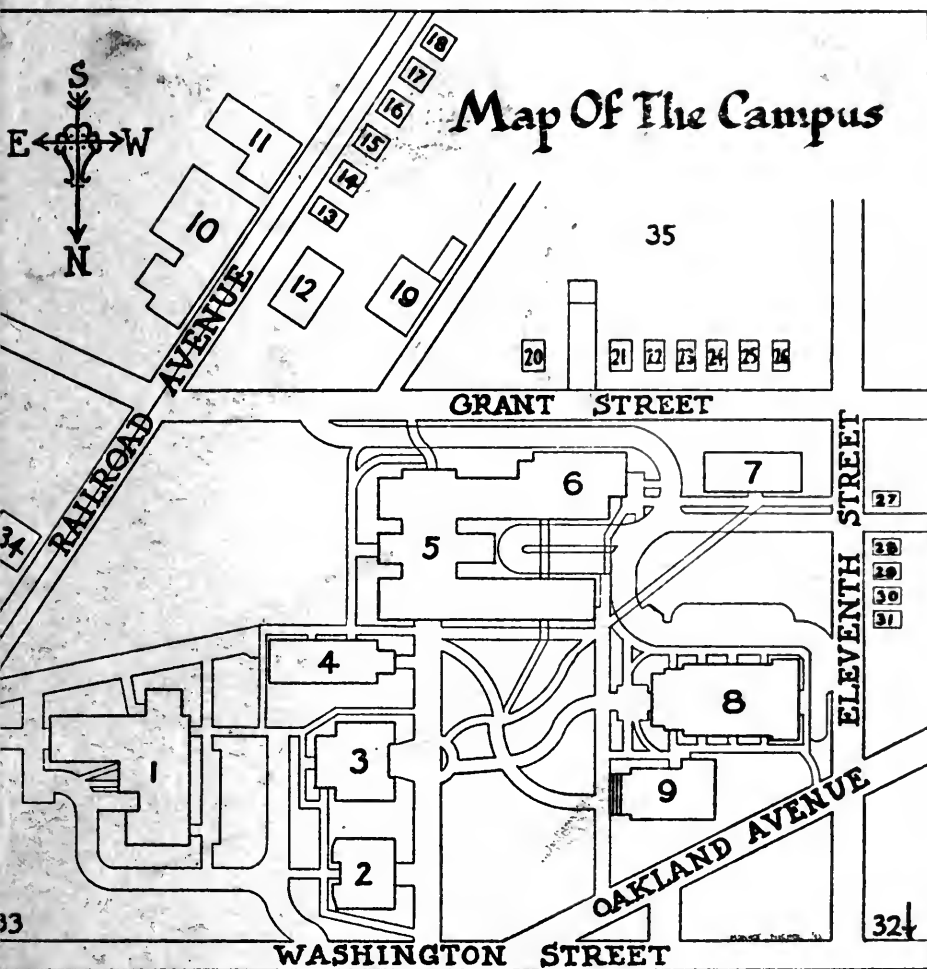
- Elko, George H.
 Farabaugh, Alma Kathleen
 Fawcett, Virginia
 Fiola, Wayne Leo
 Fiorina, Thelma Alveria
 Fisher, Raymond Earl
 Flickinger, Mary Jean
 Frear, Lois Elizabeth
 Friedline, Bessie Ruth
 Galley, Grace Robinson
 Gay, Mary Elizabeth
 Gilmore, Charles Edwin
 Glasser, Frieda Blanche
 Glebovich, Paul Joseph
 Glessner, Ethel Marie
 Glessner, Ruth La Verne
 Goebert, Elizabeth Jane
 Gongaware, Wayne Gale
 Grabosky, Anna Mary
 Graffius, Ora B.
 Gregg, Ruth Margaret
 Groleau, Jeanne Louise
 Guy, Ruth Helen
 Hamill, Alma Jane
 Hammer, Donald Nickalous
 Harriger, Mary Louise
 Hawk, Roxie Wetzel
 Hellyer, Mary Elizabeth
 Heilwig, Gaye Griffith (Mrs.)
 Heilwig, Wilfred Enterline
 Hodgson, Thelma Lehmier
 Hoover, Mary Lavenia
 Hough, Lewis Edward
 Hunter, Eleanor Anne
 Jeffrey, Agnes M.
 Jeffrey, Margaret Grace
 Johnston, Grace M.
 Johnston, Irma Lenora
 Johnston, John Eldin
 Kiebler, Alice M.
 King, William Christian
 Kipp, Lee D.
 Kline, Duane P.
 Koozer, Wendell
 Kramer, Alice Malinda
 Kramer, Ann M.
 Kunkle, Doris Fickes
 Laing, Alice Belle
 Lamphere, Harriett Auttie
 Leard, James Carl
 Lockard, Vincent Melville
 Long, Alice Belle
 Long, Nora Belle
 Lookabaugh, Helen Lucille
 Losurdo, Veronica Vera
 Lowman, Delores Troxell
 Lydic, Alma Louise
 Lvons, Byron Philip
 McAneny, Rose Rita Theresa
 McCann, Mary Cecelia
 McCluen, Catherine Melissa
 McCoy, Kathleen Esther
 McLaughlin, LaVern Gillis
 McPhilimy, Helen Virginia
 McVitty, Clara E. (Mrs.)
 Mabon, James Edgar
 MacPherson, Beth Margaret
 Mafrika, Domenica Anna
 Makara, Dorothy
 Mareck, Alberta Rosetta
 Marshall, Betty J.
 Marshall, Hilda Elizabeth
 May, Erma Grace T.
 Miller, Elizabeth Owen
 Miller, Katherine Brant
 Miller, Percy C.
 Monath, Geraldine Rose
 Muir, William John
 Murphy, Dorothy Eleanor
 Nicely, Bernard Lawrence
 Oldfield, Mary Josephine
 Olsen, Paul Thomas
 Orr, Mildred Jessie
 Paston, Mary Arlene
 Peach, Phyllis Kathryn
 Phillips, Vesta May
 Poole, Esther Elizabeth
 Porch, Katherine Blanche
 Quinette, Florence Virginia
 Ralston, Samuel Lemmon
 Ravis, Margaret Marie
 Reamer, Charles Allen
 Remaley, Rowena Walter (Mrs.)
 Riddle, Mary Phyllis
 Ritter, Robert Winston
 Robertson, Hugh Frank
 Rolla, Elsie Louise
 Rowley, Mary Elizabeth
 Rumbaugh, Carolyn Louise
 Salada, Joan Catherine
 Salada, Sara Belle
 Sanders, Carrie G.
 Sarver, Anna Ruth
 Savukas, Helen D. Lancy (Mrs.)
 Seitz, Ruth Gladys
 Serrao, Matilda
 Shaffer, Adam Paul
 Shaffer, Betty LaRue
 Shaffer, James Clarence
 Shaffer, Kenneth
 Sheeder, Elwood Batley
 Shellhammer, Hazel Fay
 Simpson, Margaret Kathleen
 Smith, Gwendolyn
 Smith, Louise Caroline
 Smith, Muriel Gomer
 Spence, Leonard James
 Starry, Roxanna May
 Stoneman, Sarah Elizabeth
 Tavlör, Phyllis Mildred
 Tosh, Glenn Walter

Wassum, Sara Mae	Wright, Lenore Grace
Wert, Ruth Elizabeth McKelvey	Yadvis, Mary Ann
(Mrs.)	Yahres, Samuel Charles
Whittaker, Russell Ernest	Younkin, Margaret Elizabeth
Wissinger, Helen	Zorena, Orest Anthony
Wolfe, Ardena Lillian	Zurakovsky, Rose

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Key to Buildings

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| 1. Laboratory School | 21. Hood Cottage |
| 2. Wilson Hall, College Library | 22. Jamison Cottage |
| 3. Leonard Hall | 23. Activities Cottage |
| 4. Arts Building | 24. Vinton Cottage |
| 5. John Sutton Hall | 25. Kunkle Cottage |
| 6. Thomas Sutton Hall | 26. Brant Cottage |
| 7. Clark Hall | 27. Whitmyre Cottage |
| 8. Auditorium | 28. Home Management House |
| 9. Gymnasium | 29. Home Management House |
| 10. Power House | 30. Hosac Cottage |
| 11. Shop Building | 31. Lewis Cottage |
| 12. Greenhouse | 32. Phi Alpha Zeta Fraternity |
| 13 to 18. Boys' Cottages | 33. Sigma Tau Gamma Fraternity |
| 19. Garages | 34. Phi Sigma Pi Fraternity |
| 20. Cottage and Team House | 35. Athletic Field |



